Title of Instructional Materials: Cord: Algebra 2

Grade Level: Algebra II

Summary of Cord: Algebra 2

	<u> </u>
Overall Rating: Weak (1-2)	Important Mathematical Ideas: Weak (1-2)
Moderate (2-3)	Moderate (2-3)
☐ Strong (3-4)	☐ Strong (3-4)
Summary / Justification / Evidence:	
Missing standard is A-APR.4 (it is stated in the review material that	Summary / Justification / Evidence:
they are trying to develop a lab for this standard, but the author	Not much with respect to investigation or real world connections.
states "will require quite a bit of research to get at what the standard	Developed independently of one another.
is intending", F-IF.7c, F-IF.9, S-IC.3, S-IC.5	
Skills and Procedures: Weak (1-2)	Mathematical Relationships: Weak (1-2)
Moderate (2-3)	Moderate (2-3)
☐ Strong (3-4)	☐ Strong (3-4)
Summary / Justification / Evidence:	Summary / Justification / Evidence:
Many instances of just "show me the skill" type problems and not	Several were not developed well or only mentioned with little or no
well integrated problems.	discussion.

1. Make sense of problems and persevere in solving them.		
Mathematically proficient students start by explaining to themselves the mea	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze	
givens, constraints, relationships, and goals. They make conjectures about the	e form and meaning of the solution and plan a soluti	on pathway rather than
simply jumping into a solution attempt. They consider analogous problems, a	and try special cases and simpler forms of the original	al problem in order to
gain insight into its solution. They monitor and evaluate their progress and cl	hange course if necessary. Older students might, dep	ending on the context o
the problem, transform algebraic expressions or change the viewing window	on their graphing calculator to get the information	they need.
Mathematically proficient students can explain correspondences between eq	uations, verbal descriptions, tables, and graphs or di	raw diagrams of
important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to		
help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they		
continually ask themselves, "Does this make sense?" They can understand the	e approaches of others to solving complex problems	and identify
correspondences between different approaches.		
•		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standa	rd that are missing
	or not well developed in the instructional n	naterials (if any):
	, , , , , , , , , , , , , , , , , , ,	
Cummowy / Justification / Evidence		
Summary / Justification / Evidence:		. ⊠a □4
	Overall Rating:	²

2. Reason abstractly and quantitatively.		
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to		
bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and		
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize,		
to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o		
creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to		
compute them; and knowing and flexibly using different properties of operations and objects.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

3. Construct viable arguments and critique the reasoning of others.		
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.		
They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by		
breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the		e
arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.		
Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from the		
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such a		
objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until late		
grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decidents		cid
whether they make sense, and ask useful questions to clarify or improve the arguments.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing	g
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$	

4. Model with mathematics.		
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early		
grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to		
plan a school event or analyze a problem in the community. By high school, a	student might use geometry to solve a design problem or use a function to	
describe how one quantity of interest depends on another. Mathematically pro-	roficient students who can apply what they know are comfortable making	
assumptions and approximations to simplify a complicated situation, realizing	g that these may need revision later. They are able to identify important	
quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can		
analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and		
reflect on whether the results make sense, possibly improving the model if it	has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving amathematical problem. These tools might include pencil and paper,	
concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.	
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sounddecisions about when each of these tools mig	
be helpful, recognizing both thein sight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of	
functions and solutions generated using agraphing calculator. They detect possible errors by strategically using estimationand other mathematical	
knowledge. When making mathematical models, they knowthat technology can enable them to visualize the results of varying assumptions, explore	
consequences, and compare predictions with data. Mathematicallyproficient students at various grade levels are able to identify relevant	
externalmathematical resources, such as digital content located on a website, and use themto pose or solve problems. They are able to use technological	
tools to explore anddeepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$
	1

6. Attend to precision.		
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own		
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about		
specifying units of measure, and labeling axes to clarify the correspondence	with quantities in a problem. They calculate accurately and efficiently,	
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated		
explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing		
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
building / Justineution / Evidence:	Overall Rating: $\Box 1 \Box 2 \Box 3 \Box 4$	

7. Look for and make use of structure.		
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is		
the sameamount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7		
$^{\circ}$ — 8 equals the well-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older		
students can see the 14 as 2 $^{\circ}$ — 7 and the 9 as 2 + 7. They recognize the significant	ficance of an existing line in a geometricfigure and can use the strategy of	
drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can seecomplicated things, such as		
some algebraic expressions, as single objects or asbeing composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5minus a positive numbe		
times a square and use that to realize that its value cannotbe more than 5 for any real numbers x and y.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

8. Look for and express regularity in repeated reasoning.	
Mathematically proficient students notice if calculations are repeated, and lo	
mightnotice when dividing 25 by 11 that they are repeating the same calculations overand over again, and conclude they have a repeating decimal. By	
paying attention to the calculation of slope as they repeatedly check whether	
might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the v	
1)($x3 + x2 + x + 1$) might lead them to the general formula for the sum of a geometric graph of the sum of th	
students maintain oversight of the process, whileattending to the details. The	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$

	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
1. Make sense of problems and persevere in solving them.	no investigations
givens, constraints, relationships, and goals. They make conjectures about simply jumping into a solution attempt. They consider analogous problem gain insight into its solution. They monitor and evaluate their progress and the problem, transform algebraic expressions or change the viewing wind proficient students can explain correspondences between equations, verbar relationships, graph data, and search for regularity or trends. Younger stussolve a problem. Mathematically proficient students check their answers	meaning of a problem and looking for entry points to its solution. They analyze at the form and meaning of the solution and plan a solution pathway rather than ins, and try special cases and simpler forms of the original problem in order to ad change course if necessary. Older students might, depending on the context of dow on their graphing calculator to get the information they need. Mathematically all descriptions, tables, and graphs or draw diagrams of important features and dents might rely on using concrete objects or pictures to help conceptualize and to problems using a different method, and they continually ask themselves, "Does and complex problems and identify correspondences between different approaches.
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	Cord

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Overall Rating

p 262: Think & a across

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

1 2 3 4

Reviewed By:		
Title of Instructional Materials:	(00)	

4. Model with mathematics.

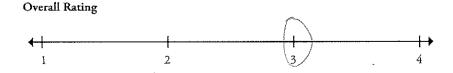
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Stand Glass Interes

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
•	0.00
Title of Instructional Materials:	(060

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Overall Rating

para 430 so grado a quidonte mail

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Reviewed By:	
Title of Instructional Materials	Cord

6. Attend to precision.

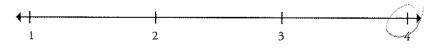
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:	
Title of Instructional Materials:	<u>Cord</u>

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:		
Title of Instructional Materials:	<u>(</u> 0@0	

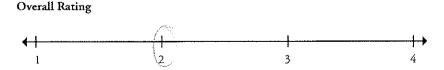
8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	Cord

ALGEBRA II -- NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas 1 3 4 NO INVESTIGATION 3 4
Sec 5.5 - Complex Numbers	Skills and Procedures 1 3 4
Sec 6.6-Solving Quadraties	Mathematical Relationships 1 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 2 3 4

Reviewed By:	

Title of Instructional Materials:		

ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentat met. Cite examples from the		•	ster, and stan	dard are
N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Note: i^2 as highest power of i .	Important Mathematical Ideas	1	1	3	4
5.5 ioperations of complex runles	Skills and Procedures	1		3	
6.6 isolve guad ration	Mathematical Relationships	1	1	3	; → → 4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Overall Rating	 		 3	

Reviewed By:		
Title of Instructional Materials:	Cord	

ALGEBRA II — NUMBER AND QUANTITY (N)

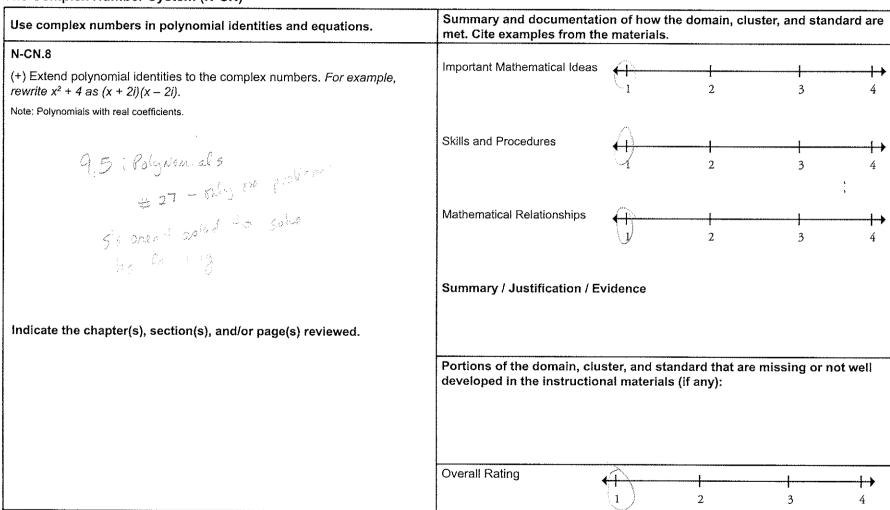
The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas 1 2 3 4 Dunger jump height sis shown how to solve
6.6 / 50 Let Quid 12 1.9	Skills and Procedures 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 3 4

Reviewed By:	

ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)



Reviewed By:

Title of Instructional Materials:

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentat met. Cite examples from the			ster, and star	dard are
N-CN.9	Important Mathematical Ideas	4-1	Œ.	I	
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical today	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures			3	4
9.5: The Food Ton of 15 15		•		·	1
give a explored. 55 use it to solve polypor al	Mathematical Relationships	1	1 2	3	4
equeriens			**		
U.	Summary / Justification / E				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Sp2: 68	***			
	Portions of the domain, cludeveloped in the instruction			missing or i	not well
	Overall Rating				
		i	2	3	4

Reviewed By:	

Title of Instructional Materials:	Cord

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentati met. Cite examples from the			ster, and sta	ndard are
A-SSE.1a					
1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas	 		3	
 Interpret parts of an expression, such as terms, factors, and coefficients. 		1	2	5	4
Note: Polynomial and rational.	Skills and Procedures	4			
5.1; Robust Ex		1	<u>'</u> 2	3	4
5,2: Rational Expensions - parts			<i>*</i>		:
9.10-di ogradors w/ porgramado	Mathematical Relationships	1	2	3	4
9,2 1 Carriers					
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or I	not well
	Overall Rating				++
		1	3	3	4

Reviewed By:		17 -					
--------------	--	------	--	--	--	--	--

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentati met. Cite examples from the		ster, and stan	dard are
A-SSE.1b Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their	Important Mathematical Ideas	1	3	
parts as a single entity. For example, interpret P(1+r) ⁿ as the product of P and a factor not depending on P. Note: Polynomial and rational.	Skills and Procedures	1	3	
9.2 Simply grap polytic of prop 9.3 10.2 Soprent in with extend exp	Mathematical Relationships	1	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence		
	Portions of the domain, clu developed in the instruction	-	missing or n	ot well
	Overall Rating	1	3	4

Reviewed By:

Title of Instructional Materials:

ALGEBRA II - ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

A-SSE.2

Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Note: Polynomial and rational.

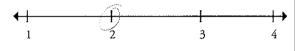
5.1 - 5.3 - expans 5

9,2-9.3- factoring become also

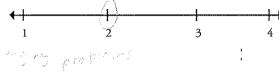
10.2-10? - simplify rational progressions

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Important Mathematical Ideas



Skills and Procedures



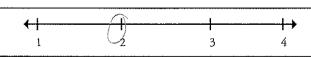
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
,	
Title of Instructional Materials:	

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	Important Mathematical Ideas A real world 1 2 3 4 Listed A ex to explain what a geo 70 5 5.
1.3: Formula just stated	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 3 4

Reviewed By:	
Title of Instructional Materials:	Cord

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentati met. Cite examples from the			ster, and stan	dard are
A-APR.1			yen		
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas	1	2	1 3	4
Note: Beyond quadratic.			,e		
9.1a;	Skills and Procedures	1	1)	3	4
9.16 (sporators with sold romale					:
9.16' Soperations with solar amounts 9.16' are covered but 9.16' ments contraging	Mathematical Relationships	+			 +
9.18 I waste contraging		1	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	,	*
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
	Closure is not.	वेराड ०५४ र	d		
	Overall Rating				+
		1	2	3	4

Reviewed By:	
•	
Title of Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.			dard are	
A-APR.2	Important Mathematical Ideas		<u> </u>	•	• .
Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Important Mamematical loeas	1	<u>J</u>	3	4
9.4. Factor Than & Remainder Thing	Skills and Procedures	1		3	4
	Mathematical Relationships	(2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	←		1 3	

Reviewed By	:
-------------	---

A _ i	
1 1 1 mg	
X 3 4 5 5	

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

A-APR.3

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

91: operations of originals

1): Garage property

9.3 deres en el pelosne 26

9.4 Form right them 9.51 Find cont

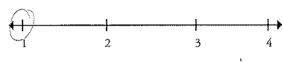
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Important Mathematical Ideas



Skills and Procedures

basic problems



Mathematical Relationships

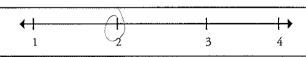


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Soon not asked to construct a

Overall Rating



Reviewed By:	
•	

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	rnomial identities to solve problems. Summary and documentation of how the domain, cluster, a met. Cite examples from the materials.			ster, and stan	dard are
A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Important Mathematical Ideas	1	2	3	4
Chop 9 A mate 3: A lab is trying to be written up but the author	Skills and Procedures	 	2	3	4
is trying to figure out what	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	 	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. ¹	Important Mathematical Ideas 1 2 3 4
11.51 Browal The is staled + 5's experie using Paral's D	Skills and Procedures 1 1 2 3 4 Very Single problems
	Mathematical Relationships 1 2 3 4
The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.				dard are
A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the	Important Mathematical Ideas	(2	3	4
degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. $?$ Note: Linear and quadratic denominators.	Skills and Procedures	 	1	3	
9.3 Long dis & syndis not asked to spinite income 9.4. & The / Faction answer is a specific from 10.2 diving rate exp	Mathematical Relationships	 	· 	3	; 4
19.3 Add 1500 vol. exp 19.4: 50 luing volunt eg	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			missing or n	ot well
.	Overall Rating	 		3	4

Reviewed By:	
--------------	--

Title of Instructiona	l Materials:
-----------------------	--------------

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-APR.7					
(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	1	2	3	4
Note: Linear and quadratic denominators.	Skills and Procedures	(<u> </u>	1	→
10,21 mart + Div		1	2	3	4
10.2 Matt + Div 10.3 Add + Siv 10.4 Rat 53	Mathematical Relationships	4		1	·
10.41 Rat 3		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clud developed in the instruction			missing or	not well
	Closure is Not	discu	55eD		
	Overall Rating	<u> </u>			

Reviewed By:

Title of Instructional Materials:

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-CED.1	Important Mathematical Ideas				
Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> *		1	2	3	4
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures	. 1		1	1.6
1.2 = 131 linear ending 5.4: radical eg - 3's not asked to create from		1	2	3	4
(12 to 6.6; quadratic og vot leg (1258 #28) - creats 8.5: solve simple exp + log equations	Mathematical Relationships	1		3	4
10.4: solving sample polynomial of	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Poting		·		
	Overall Rating	1	2	3	4

Reviewed By:	
--------------	--

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			
Note: Equations using all available types of expressions, including simple root functions. 1.41.5: Incar eg graph liver & irrepubly (35#22) 2.1:59568 + Fraghing 4.1: Graphing Relations 4.1: Graphing Relations 4.4-4.5: Abs value, stry piecewise functions 6.1: Solve Quad by graphing #30	Skills and Procedures Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			
7. 3 - 7.6 : conics 8. 1 : Exp Runchions - graph 10. 1 : rational -graph Indicate the chapter(s), section(s), and/or page(s) reviewed.	1 3 4 Summary / Justification / Evidence				
8.2: Leg -gr-ph 10.1: p+33: A Graph Can cross a HA unlike What is stated	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			

Reviewed By:

Title of Instructional Materials:

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Summary and documentation of how the domain, cluster, and standard are Create equations that describe numbers or relationships. met. Cite examples from the materials. A-CED.3 Important Mathematical Ideas Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* Skills and Procedures Note: Equations using all available types of expressions, including simple root functions. Mathematical Relationships 24: Linear Programming Longton 1s 25: 545 6 3 eg Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	

Title of Instructional Materials:	Cnoch	

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the			uster, and stan	dard are
A-CED.4	Important Mathematical Ideas	4	1		
Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R.*$		1	2	3	4
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures	41		\sim	L .
p 232: = 3 a, b, c, d		1	2	3	4
	Mathematical Relationships	 	2		4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			re missing or n	ot well
	Overall Rating	{ 	2		

Reviewed By:	
Title of Instructional Materials:	Cord

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.	е
A-REI.2	Important Mathematical Ideas	
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	1 2 3 4	→
Note: Simple radical and rational.	53 Shown ax exergle	
5. I radical eg	Skills and Procedures	→
5. I radical eg	Simple residences	
	Mathematical Relationships 1 2 3 4	→
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
maleute the shapter(5), section(5), and of page(5) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
	Overall Rating 1 3 4	,

Reviewed By:	
Title of Instructional Materials:	Cord

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentationet. Cite examples from the			ster, and star	ndard are
A-REI.11 Explain why the <i>x</i> -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation	Important Mathematical Ideas	4	2	3	→ 4
f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Skills and Procedures	()			→ 4
Note: Combine polynomial, rational, radical, absolute value, and exponential functions.	Mathematical Relationships	<u> </u>			;
7.7: solve a sys of conics by substitution	Summary / Justification / Ev	vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu- developed in the instruction			missing or r	not well
	Overall Rating		2		→ → 4

Reviewed By:		
Title of Instructional Materials:	Cord	

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the		ne domain, clu	ster, and star	ndard are
F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Important Mathematical Ideas	P	1 2	3	4
graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	Skills and Procedures	(2	3	
Note: Include rational, square root and cube root; emphasize selection of appropriate models. 4.1 - 4.5: Besic & 8.1 - 8.2: Exp/Log: Sq as Fed to draw graphs but not interpret to contain the second secon	Mathematical Relationships	()	2	3	
p.s-12.4: tro ?	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction म् (-प्, ५ ं चे०१५ अर्ज	nal material	s (if any):	_	not well
	Overall Rating		2	3	4

Reviewed By:	

Title of Instructional	Materials:
THE OF HISH GEROHAL	ivialcitais.

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Note: Emphasize selection of appropriate models.

4.1 - 4.5: Domain roward of 41 (Linear)

8.1-8.2: exp/Log: Dame , start but its not asked a

10.12 continual involvement

12-3-104: 709?

Indicate the chapter(s), section(s), and/or page(s) reviewed.

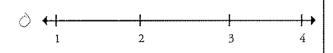
18.1: 800 Stussed

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



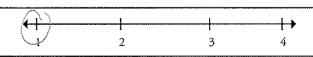
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	Card

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	Important Mathematical Ideas 1 3 4
Note: Emphasize selection of appropriate models.	Skills and Procedures 1 3 4
	Mathematical Relationships 1 2 3 4 Many word problems Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 3 4

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentati met. Cite examples from th			ster, and stan	dard are
F-IF.7b7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	Important Mathematical Ideas	<u>Ú</u>	2	3	4
B. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures		2	3	4
H.N. 5's are expected to be able to rerognize these graphs but ust graph them	Mathematical Relationships		2	3	;
s all are shown	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating			3	

Reviewed By:	
·	
Title of Instructional Materials:	Cord

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
F-IF.7c	Important Mathematical Ideas	4		· · · · · · · · · · · · · · · · · · ·	
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	important matromation tubus	1	2	3	4
 Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. 	Skills and Procedures				 -)
Note: Focus on using key features to guide selection of appropriate type of model function.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction 5's are not expolynamial func	nal material	ls (if any):		ot well
	Overall Rating	 	2	3	4

40

Reviewed By:

Title	of Instr	uctional	Materials:	
LILIC	Or mon	шышша	TYLALCHAIS.	

Interpreting Functions (F-IF)

Analyze functions using different representations.

F-IF.7e

- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Note: Focus on using key features to guide selection of appropriate type of model function.

9.1 is steam to graph exp Graph on a graph of values.

8.2: Log 5's karn to graph by nating a table but by what mores?

Indicate the chapter(s), section(s), and/or page(s) reviewed.

13.1 i sine, cosine, tan, amp, per tracing species 300/m and of what expens?"

Not stated in the Hall

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

5

Overall Rating



Reviewed By:

Title of Instructional Materials:

Cord

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

F-IF.8a

- 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Note: Focus on using key features to guide selection of appropriate type of model function.

6.1: Find zeros by graphing
6.2: Salve by wary syroots
63: Salve by completing the S8
64: Salve by Containing
1.5: Quad Familia

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

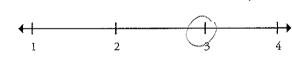


Skills and Procedures



Mathematical Relationships

nerg brogger



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Symmetry Not emphasized

Overall Rating +

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and e materials.	standard are
F-IF.8b8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	1 1 3	—————————————————————————————————————
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{1/2t}$, and classify them as representing exponential growth or decay.	Skills and Procedures	1 2 3	→ 4
Note: Focus on using key features to guide selection of appropriate type of model function.	basic problems		1
8,1	Mathematical Relationships	1 2 3	4
	Summary / Justification / Ev	vidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
	Portions of the domain, clus developed in the instruction	ster, and standard that are missing nal materials (if any):	or not well
·	Overall Rating	$\begin{pmatrix} 1 & 1 \\ 1 & 2 \end{pmatrix}$ 3	<u>I</u> → 4

Reviewed By:	
Title of Instructional Materials:	1 Caro

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Important Mathematical Ideas 1 2 3 4
Note: Focus on using key features to guide selection of appropriate type of model function. See 4.6: The author plans to cover it but it is a notified with the selection of appropriate type of model function.	Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the			ster, and star	ndard are
F-BF.1b 1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	t	2		→ ↓ ↓
 b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Note: Include all types of functions studied. 	Skills and Procedures		· · · · 1	3	 →
pissi sisare working Corriers	Mathematical Relationships	9	2	3	
	Summary / Justification / Ev	vidence			***************************************
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus developed in the instruction With seally sure for the control of t	nal materia Mari (-	als (if any): 2 diff-cre		ot well
	Overall Rating	7	2	3	4

Title of Instructional Materials:	: Cord	
-----------------------------------	--------	--

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentati met. Cite examples from th		ne domain, clu	ster, and star	ndard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas	P	2	3	4
the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures		2	3	}
4,5 Abs value ? explain translations	Mathematical Relationships		2	3	4
8.1 exp oil f(kx) = kf(x)	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction			e missing or r	not well
	Overall Rating		2	3	4

=
Reviewed By:

Title of Instructional Materials:	

Building Functions (F-BF)

Building Functions (F-BF)					
Build new functions from existing functions.	Summary and documentati met. Cite examples from the		e domain, clus	ster, and stand	lard are
F-BF.4a	Important Mathematical Ideas	A	1	ı	
4. Find inverse functions.	Important mathematical roeas		···· 1	3	4
a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$.	Chille and Dropodures				
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures		2	3	4
4.3: Find the low-so of gard, herear	Mathematical Relationships Summary / Justification / E	vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction radical pradion	nal materials		missing or no	ot well
	Overall Rating		1	2	

Reviewed By:	

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*	Important Mathematical Ideas 2 3 4
Note: Logarithms as solutions for exponentials. 8, 5, 50 we exp of 100 equations When because 2, 10 ce	Skills and Procedures 2 3 4 Very surple grablems Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating
	Overall Rating 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clu	ster, and star	ndard are
F-TF.1		<u> </u>	_		
Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Important Mathematical Ideas	4	2	3	4
12.2: Are length def is stated	Skills and Procedures	⟨î			→
	Frad length of	1	2	3	4
	1				3
	Mathematical Relationships	1)	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating		1 2	 3	4

Reviewed By:

Title of Instructional Materials:

ALGEBRA II - FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.

F-TF.2

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

12,2 4 12,3

P 535: Use the war (ricely to evaluate the star Chetton with derived when

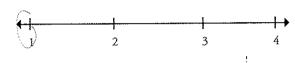
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

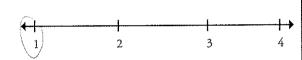
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

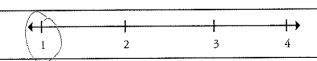


Summary / Justification / Evidence



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
*	

nstructional Materials:

Trigonometric Functions (F-TF)

Model periodic phenomena with trigonometric functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				ndard are
F-TF.5		^			
Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<u> </u>		<u> </u>	
3. I sinc, cosine a tan		1	2	3	4
13.1: sinc, rosine + tan are rovered amplitude + # of cycles	Mathematical Relationships		2	 	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction	nal materials		e missing or I	not well
	Overall Rating	O	2		

Reviewed By:	
--------------	--

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.				dard are
F-TF.8 Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematical Ideas	(2	3	4
13.2 SIN78 4 10588 = 1 is gotaled and not weather	Skills and Procedures		2	3	4
5's are asked to verify	Mathematical Relationships		2	3	;
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	nal materia		missing or n	ot well
	Overall Rating	(2	3	4

Reviewed By:	
Title of Instructional Materials:	

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentati met. Cite examples from th			ster, and stan	dard are
S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Important Mathematical Ideas	 	1	3	4
(Stac Supp)	Skills and Procedures	1		3	4
	Mathematical Relationships	← 		3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, cludeveloped in the instruction	nal materia		missing or n	ot well
	Overall Rating			l	4

Reviewed By:	
Title of Instructional Materials:	Cord

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas 4	1 1 4		
Stubsopp 14.7: introduced	Skills and Procedures	1 1 4		
14.8: making Page motoring	Mathematical Relationships 4	2 3 4		
	Summary / Justification / Eviden	ce		
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
	Portions of the domain, cluster, a developed in the instructional making waking			
	Overall Rating +1	1 1 1 1 2 3 4		

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments. Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.				ster, and stan	dard are
S-IC.2	Important Mathematical Ideas	4			
Decide if a specified model is consistent with results from a given data- generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	important matternation reces	I	2	3	4
Stud Supp 14.7 2 lab 14.7	Skills and Procedures	- 		3	4
	Mathematical Relationships	1	2	3	· + 4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			missing or n	ot well
	Overall Rating	{ 1	1 2.	3	

Reviewed By:	
Title of Instructional Materials:	Cord

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard at met. Cite examples from the materials.				dard are
S-IC.3					
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important Mathematical Ideas	1	2	3	4
14.6	Skills and Procedures	 	2	 3	→
		Ĭ.	L	J	<u>.</u>
	Mathematical Relationships	1	2	3	 4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction Different types of but differences experiments & ob-	nal material	s (if anv):	~	
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and star	ndard are
S-IC.4			<u></u>	_	
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical Ideas	1	1) 2	3	4
	Skills and Procedures	(3	4
	Mathematical Relationships	1		3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	margin of en	7 7 67			
	Overall Rating				

Reviewed By:

Title of Instructional Materials:

<u>Cord</u>

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentat met. Cite examples from the			ster, and stan	dard are
S-IC.5	Important Mathematical Ideas	(
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.		1	2	3	4
Sec 14.7 & 147 lab	Skills and Procedures	1	2	3	 -
compasison of 2 treatments?	Mathematical Relationships		2	3	<u> </u>
	Summary / Justification / E	Evidence	٥	J	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cledeveloped in the instruction			missing or n	ot well
	Overall Rating				
	Overall Nating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
S-IC.6 Evaluate reports based on data.	Important Mathematical Ideas		2	3	4
Sc 14.6 + 14.7 lab	Skills and Procedures		2	3	1 4
p39: comparison & anaylizing	Mathematical Relationships		2	3	 → 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	0	1 2	 3	4

Reviewed By:	
Title of Instructional Materials:	Cord

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stan	dard are
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Important Mathematical Ideas	0	2	3	4
Note: Include more complex situations.					
14. 5	Skills and Procedures	9	2	3	4
	Mathematical Relationships	(1)	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	ister, and stand materials	andard that are s (if any):	missing or n	ot well
	Overall Rating	41	1 2	3	4

Reviewed By:		
Title of Instructional Materials:	(0 &D	

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentati met. Cite examples from the		ne domain, clus	ster, and stand	dard are
S-MD.7	Important Mathematical Ideas	<u></u>	1	ı	
(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Important Mathematical fueas	4	2	3	4
Note: Include more complex situations.		o #****			
14 5 p29-14-17-9	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	7. K			
	- Control of the cont	1)	2	3	4

	Reviewed By:				
A.	Title of Instructional Materia	ıls:			
LGEBRA R STATISTICS AND PROBABILITY (8)					
laking Inferences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys,	Summers and documental	Non of hou	eter demoks at		
experiments, and observational studies.	Summary and documental met. Cite examples from the	oon or now he material:	The domain, ck	ster, and star	dard as
8-IC.5	Important Mathematical Ideas	+			
Evaluate reports based on data.		1	2	3	
	Skills and Procedures	44		1	
		1	2	3	4
	Mathemetical Relationships	4+			
		i i	2	3	4
	Summery / Justification / E	vidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu	ster, and s	tendard that are	missing or n	ot well
	developed in the instruction	nzi meteria	ds (if any):		
	Overali Rating				
	O'TELINE I TELLING	4-1			-++
	<u> </u>	<u> </u>		3	4
F	Reviewed By:				
T	itle of Instructional Materials	s:			
LGEBRA II — STATISTICS AND PROBABILITY (8)					
ing Probability to Make Decisions (S-MD)	1				
se probability to avaluate outcomes of decisions	Summary and documentation met. Cite examples from the	on of how ti materials,	he domain, clui	der, and stand	ard are
MD.7					
 Analyze decisions and strategies using probability concepts (e.g., product reang, medical testing, pulling a hockey goalle at the end of a game). 	(s-portara segui-printical longs	+			
the include more complex elizations.		,	•	,	•
	Skills and Procedures				
		-	2		+
		•	-	•	•
	Mathemetical Relationships	44			
		1	2	3	+
				-	-
	Summary / Justification / Ev	idence			
idicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain	*****************		-1	
	Portions of the domain, clus developed in the instruction	eer, and sta Al materials	FRATTI STAT AIN I (if any):	nessing of no	well
	ļ				
	1				

Oversil Rating

The Charles A. Duno Center

Title of formational \$ const				
Title of Instructional Materia	rls:			
Summary and documents met. Cite examples from t	tion of how	the domain, ck	ister, and star	idard are
Important Mathematical Ideas	· + 	2	- 	 →
Skills and Procedures	 			
	1	2	3	4
Mathematical Relationships	+	+	————	
	1	2	3	4
Summary / Justification / E	Evidence			
Portions of the domain, ch developed in the instruction	ister, and st materia	andard that are is (if any):	missing or a	ot well
Overall Retirus				
	++	2	3	4
	met. Cite examples from to important Mathematical Ideal Skifs and Procedures Skifs and Procedures Mathematical Relationships Summary / Justification / E	Important Mathematical Ideas Important Mathematical Ideas Important Mathematical Ideas I Skills and Procedures I Mathematical Relationships I Summary / Jurstiffication / Evidence Portions of the domain, cluster, end at developed in the instructional materia. Overall Rating	Important Mathematical Ideas	Important Mathematical Ideas 1 2 3 Skills and Procedures 1 2 3 Mathematical Relationships 1 2 3 Summary / Jurstiffication / Evidence Portions of the domain, cluster, and standard that are missing or indeveloped in the instructional materials (if eny):

60

T	itle of Instructional Materials				
BRA II — STATISTICS AND PROBABILITY (S)	THE OF RESIDENCES INTERCEMENT				
BINA II — STATISTICS AND PROBABILITY (S) Interences and Justifying Conclusions (S-IC)					
ratand and evaluate random processes underlying statistical iments.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
:2					
ide if a specified model is consistent with results from a given data-	Important Mathematical Ideas	+	2	3	
rating process, e.g., using simulation. For exemple, a model says a ing coin falls heads up with probability 0.5. Would a result of 5 tails in a ause you to question the model?.		•	•	,	•
,,	Skills and Procedures	-			+
		i	2	3	4
	Mathemetical Relationships		1		
	CONTRACTOR STANDARD CONTRACTOR CO	4	2		
	1	•	•	-	•
	Summary / Justification / Ex	ridence			
	1				
te the chapter(s), section(s), and/or page(s) reviewed.	1				
	Portions of the domain, clur	ster, and st	andard that are	missing or n	ot well
	developed in the instruction	nai materia	is (if any):		
	Overall Rating	4 1			→
		(2	3	
	<u> </u>	1	-	····	
R	eviewed By:				
	eviewed By:			<u></u>	
т	teviewed By:	 s:			
T EBRA II — STATISTICS AND PROBABILITY (S)	•	s:			
T EBRA II — STATISTICS AND PROBABILITY (S) og teferences and Justifying Conclusions (S-IC)	itle of Instructional Materials	on of how	the domain, clu	ster, and sten	dard are
T EBRA II — STATISTICS AND PROBABILITY (5) ng toferences and Justifying Conclusions (8-IC) to inferences and justify conclusions from sample surveys, entments, and observational studies.	•	on of how	the domain, cks	ster, and sten	dard are
T EBRA II — STATISTICS AND PROBABILITY (\$) g totarences and Justifying Conclusions (8-IC) e inferences and justify conclusions from sample surveys, eniments, and observational studies.	itle of Instructional Materials	on of how materials	Bre domain, clu	ster, and stan	
T EBRA II — STATISTICS AND PROBABILITY (S) g tofarences and Justifying Conclusions (8-IC) inforences and justify conclusions from sample surveys, riments, and observational studies. data from a sample survey to estimate a population mean or proportion;	itle of instructional Materials Summary and documentation met. Cite examples from the	on of how materials	Bre domain, clu	ster, and stan	clard are
T BRA II — STATISTICS AND PROBABILITY (5) g tofarences and Justifying Conclusions (S-IC) inferences and justify conclusions from sample surveys, innents, and observational studies. 4 desta from a sample survey to estimate a population mean or proportion; op a margin of error through the use of simulation models for random	itle of instructional Materials Summary and documentation met. Cite examples from the	on of how to materials	·	1	i+
T BRA II — STATISTICS AND PROBABILITY (5) g tofarences and Justifying Conclusions (S-IC) inferences and justify conclusions from sample surveys, riments, and observational studies. 4 desta from a sample survey to estimate a population mean or proportion; top a margin of error through the use of simulation models for random	Summary and documentational. Cite examples from the important Mathematical Ideas	on of how to materials	·	1	i+
T BRA II — STATISTICS AND PROBABILITY (5) I forences and Justifying Conclusions (8-KC) inforences and justify conclusions from sample surveys, iments, and observational studies. In the form a sample survey to estimate a population mean or proportion; to a margin of error through the use of simulation models for random	itle of instructional Materials Summary and documentation met. Cite examples from the	on of how to materials	2	3	
T BRA II — STATISTICS AND PROBABILITY (5) I forences and Justifying Conclusions (8-KC) inforences and justify conclusions from sample surveys, iments, and observational studies. In the form a sample survey to estimate a population mean or proportion; to a margin of error through the use of simulation models for random	Summary and documentational. Cite examples from the important Mathematical Ideas	on of how to materials	·	1	i →
T BRA II — STATISTICS AND PROBABILITY (5) Inforences and Justifying Conclusions (8-KC) Inforences and justify conclusions from sample surveys, Iments, and observational studies. In the form a sample survey to estimate a population mean or proportion; top a margin of error through the use of simulation models for random	Summary and documentational. Cite examples from the important Mathematical Ideas	on of how to materials	2	3	
T BRA II — STATISTICS AND PROBABILITY (5) p lotrerences and justifying Conclusions (8-KC) inferences and justify conclusions from sample surveys, iments, and observational studies. It is from a sample survey to estimate a population mean or proportion; op a margin of error through the use of simulation models for rendom	Summary and documentational. Cite examples from the important Mathematical Ideas	on of how to materials	2	3	
T BRA II — STATISTICS AND PROBABILITY (5) p lotrerences and justifying Conclusions (8-KC) inferences and justify conclusions from sample surveys, iments, and observational studies. It is from a sample survey to estimate a population mean or proportion; op a margin of error through the use of simulation models for rendom	Summary and documentational. Cite examples from the Important Mathematical Ideas Skills and Procedures	on of how a materials	2	3	
T BRA II — STATISTICS AND PROBABILITY (5) g tofarences and Justifying Conclusions (S-IC) inferences and justify conclusions from sample surveys, innents, and observational studies. 4 desta from a sample survey to estimate a population mean or proportion; op a margin of error through the use of simulation models for random	Summary and documentational. Cite examples from the Important Mathematical Ideas Skills and Procedures	on of how a materials	2	3	
T EBRA II — STATISTICS AND PROBABILITY (S) g tensences and Justifying Conclusions (S-IC) s inforences and justify conclusions from sample surveys, riments, and observational studies.	Summary and documentational. Citie examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships	on of how a materials	2	3	
T EBRA II — STATISTICS AND PROBABILITY (5) g Idramones and Justifying Conclusions (S-IC) informoses and justify conclusions from sample surveys, niments, and observational studies. 4 deta from a sample survey to estimate a population mean or proportion; top a margin of error through the use of simulation models for random	Summary and documentational. Cite examples from the Important Mathematical Ideas Skills and Procedures	on of how a materials	2	3	
EBRA II — STATISTICS AND PROBABILITY (S) g tofarences and Justifying Conclusions (S-IC) inferences and justify conclusions from sample surveys, riments, and observational studies. data from a sample survey to estimate a population mean or proportion; top a margin of error through the use of simulation models for random sling.	Summary and documentational. Citie examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships	on of how a materials	2	3	
T BRA II — STATISTICS AND PROBABILITY (5) g lofarences and Justifying Conclusions (S-IC) inforences and justify conclusions from sample surveys, riments, and observational studies. 4 deta from a sample survey to estimate a population mean or proportion; top a margin of error through five use of simulation models for random	Summary and documentational. Citie examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships	on of how a materials	2	3	
BRA II — STATISTICS AND PROBABILITY (S) I tofarences and Justifying Conclusions (S-IC) inferences and justify conclusions from sample surveys, innents, and observational studies. I to from a sample survey to estimate a population mean or proportion; so a margin of error through the use of simulation models for random ling.	Summary and documentational. Citie examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships	on of how a materials	2	3	
TIRA II — STATISTICS AND PROBABILITY (S) Inferences and Justifying Conclusions (S-IC) Inferences and justify conclusions from sample surveys, ments, and observational studies. Its from a sample survey to estimate a population mean or proportion; p a margin of error through the use of simulation models for random ing.	Summary and documentational. Citie examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / En	on of how a materials	2 2 2 2 about that are	3	
T BRA II — STATISTICS AND PROBABILITY (5) Inferences and Justifying Conclusions (6-IC) Inferences and justify conclusions from sample surveys, ments, and observational studies. Its from a sample survey to estimate a population mean or proportion; p a margin of error through the use of simulation models for randoming.	Summary and documentational. Cite examples from the important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / En	on of how a materials	2 2 2 2 about that are	3	4

Overall Rating

The Charles A l ≥ 1

57

:	Reviewed By:		····		
	litle of Instructional Materials				
LGEBRA II — STATISTICS AND PROBABILITY (S)					
laking inferences and Justifying Conclusions (S-IC)					
Make inferences and justify conclusions from sample surveys,	Summary and documentation	n of how t	he domein, clu	ster, and stane	tard are
experiments, and observational studies.	met. Cite examples from the	materials.	·		
S-IC.3	Important Mathematical Ideas				
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.		ï	2	3	
	Skills and Procedures	4	-		
	Mathematical Relationships	+	ž	3	4
	Summery / Justification / Ev	Idence			
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus	ter and st	anderd that are	missing or o	ot well
	developed in the instruction			Transacting of the	
	Overall Rating	1	2	3	
ha Charles A. Dana Center					56
	Reviewed By:				
LGEBRA II — STATISTICS AND PROBABILITY (S) Laking inferences and Justifying Conclusions (S4C)	Title of Instructional Materials:				***********
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentationet. Cite examples from the			iter, and stand	lard are
84C.5					
Use data from a rendomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas	←	2	3	4
	Skills and Procedures	{ 	1 2	3	
	Mathematical Relationships	++	····		
		1	2	3	4
	Summary / Justification / Evi	dence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus			missing or no	ot well
	developed in the instruction:	al material	s (if any):		

Overall Rating

	Reviewed By:					
•	Title of Instructional Material	le-				
ALGEBRA II — FUNCTIONS (F) Trigonometric Functions (F-TF)						AL(
Model periodic phenomena with trigonometric functions.	Summary and documentat	ion of how t	he domain, clu	sler, and stan	dard are	Trig
F-TF.6	met. Cite examples from th	maceriels.				F-1
Choose trigonometric functions to model periodic phenomena with specified	Important Mathematical ideas	* * * * * * * * * * * * * * * * * * * *			++	Pre
molaude, frequency, and midline,*		1	2	3	4	co
	Skills and Procedures	←	2		- +	
			2	,	1	
	Mathematical Relationships					
	The state of the s	1	2	3		
	Summary / Justification / E	vidence				
dicate the chapter(s), section(s), and/or page(s) reviewed.						· Inc
	Portions of the domain, clu	stee, and st	endard that are	missing or n	ot well	
	developed in the instruction	nai material:	(if any):			
	Overall Rating					
		1	2	3	+	
F	leviewed By:				·····	
	itle of Instructional Materials	E			·	
GEBRA II — STATISTICS AND PROBABILITY (8) rpreting Categorical and Quantitative Data (S-ID)						ALG
mmarize, represent, and interpret date on a single count or	Summary and documentation	on of how th	e domein, clus	ter, and stand	lerri ere	Maki
P\$urement variable.	met. Cite examples from the	materials.				ext
D.A o the mean and standard devision of a data set to 報 it to a norma!	Important Mathematical Ideas	+			,	8.9
tribution and to estimate population percentages. Recognize that there data sets for which such a procedure is not appropriate. Use calculators,)	2	3	4	Un par
eadsheets, and tables to estimate areas under the normal curve.					j	
	Skilfs and Procedures	+			+ •	1
		1	2	3	4	l
					ľ	İ
	Mathematical Relationships	41			++	
		•	2	3	1	
	Summery / Justification / Ev	·				İ
	Comment & September 1 CA	erence				
ficate the chapter(s), section(s), and/or page(s) reviewed.						Ind
	Portions of the dameir atta	tes and ct	dard that			-
	Portions of the domain, clus developed in the instruction	er, and star el materials	ruard that are r (if any):	mesing or no	E Well	
						ĺ
	ļ				- 1	1

Overall Rating

1	Reviewed By:				
,	Title of Instructional Material	is:			
ALGEBRA II FUNCTIONS (F) Trigodometric Functions (F-TF)					
Prove and apply trigonometric identities.	Summary and documentat met. Cite examples from the	ion of how	the domain, cl	uster, and sta	ndard ar
F-TF&		e management			
Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematica! Ideas	++	2	٠ا	4
	Skifts and Procedures				
	See Elli Floorights	t i	2		
	Mathematical Relationships	+			- +
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and s	tendard that ar	nissing or r	Hew to:
	Seven para si une miscrocuro		re (# acty):		
	Overall Rating				
		<u>i</u>	2	3	4
be Charles A. Danis Center					5
9	Leviewed By				
	•			· · · · · · · · · · · · · · · · · · ·	
T LGEBRA II — STATISTICS AND PROBABILITY (5) Asking inferences and Justifying Conclusions (S-IC)	itle of instructional Materials	S:			
Understand and evaluate random processes underlying statistical experiments.	Summary and documentation	on of how	he domain, ck	ister, and stan	dard an
8-IC.1	met. Cite examples from the	meterials			
Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas	* 	2	- 1	
ражинского менес от о сапасни вашим вош выстроивации.	:	•	*	,	1
	Skilfs and Procedures	•		. 1	
		í	2	3	4
	Mathematical Relationships	 	 	 	
		,	2	3	4
	Summary / Justification / Ev	idence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ter, and st at material	andard that an s (if any):	missing or n	ot well
	Overall Rating	1	2	3	

75	itle of Instructional Materials:					Tid	ie of Instructional Mate
ALGEBRA II — FUNCTIONS (F)	THE OT LEADING THE TANK AND ADDRESS OF THE PARTY OF THE P					ALGEBRA II — FUNCTIONS (F)	
uilding Functions (F-BF)						Linear, Quadratic, and Exponential Models (F-LE)	
Build new functions from existing functions.	Summary and documentation met. Cite exemples from the		domain, ciusta	c, and stand	ard are	Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documen met. Cita examples from
F-8F.4a						FLEA	Important Mathematical Ide
4. Find inverse functions.	Important Mathematical Ideas		-			For exponential models, express as a logarithm the solution to ab" = of where	
a. Solve an equation of the form f(x) = c for a simple function / that has		ı	2	3	٠,	a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*	
an inverse and write an expression for the inverse. For example,					- 1	Note: Locanthrm se ackalone for exponentiels.	
$f(x) = 2x^3 \text{ or } f(x) = (x+1)f(x-1) \text{ for } x \neq 1.$	Skills and Procedures	++					Skills and Procedures
tote: Include ample radical, rebonel, and exponential functions; emphasize common effect of lach transformation across function types.		i	2	3	•		
	Mathematical Relationships						Mathematical Relationship
	Mid (Ma) massar i caracteristis apra	-	2	3	4		
		•	-	•			
	Summary / Justification / Ev	idence					Summery / Justification
indicate the chapter(s), section(s), and/or page(s) reviewed.					ĺ	Indicate the chapter(s), section(s), and/or page(s) reviewed.	
The state of the s							Portions of the domain,
	Portions of the domain, clus developed in the instruction	ter, and stand	Sard that are m	assing of no	t well		developed in the instruc
	CEASIONERS IN SIG MININGROUS	— 11 mai 1 mai 1 m					•
							0
	Overall Rating	1		 	+		Overall Rating
		1	2	3	4		
P	teviewed By:						viewed By:
Т	itie of Instructional Materials	:				Tit	le of Instructional Mate
LIGEBRA II — FUNCTIONS (F)						ALGEBRA II FUNCTIONS (F)	
rigonometric Functions (F-TF)						Trigonometric Functions (F-TF)	
	Summery and documentation		domain, clust	er, and stare	and are	Extend the domain of trigonometric functions using the unit circle.	Summary and documen
Extend the domain of trigonometric functions using the unit circle.	met. Cite examples from the	meterials.					met. Cite examples from
F-IF.1	Important Mathematical ideas					F-TF2	important Mathematical Id
Understand radian measure of an angle as the length of the arc on the unit	DOMESTIC MANAGEMENT NAMES	41	2		4	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures	
circle subtended by the angle.		•	•	-	-	of angles traversed counterclockwise around the unit circle.	
						! •	Outs and Benedict
	Skills and Procedures				+		Skills and Procedures
		ح ا	2	3	4		
	1						
	Mathematical Relationships	4					Mathematical Relationship
		1	2	3	4		
		•	-	-			
	1					1	Suranary / Justification
	Summary / Justification / Ex	ridence				[consider y a susual de la constantia del constantia de la constantia de la constantia de la constantia de la constantia de la constantia del constantia de la constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia del constantia
	1					to the state of th	
indicate the chapter(s), section(s), end/or page(s) reviewed.						indicate the chapter(s), section(s), end/or page(s) reviewed.	
	Portions of the domein, clu	ster, and stere	dard that are n	nissing or n	xt well		Portions of the domain,
	developed in the instruction	al materials ((if eny):				developed in the instru
						1 h	Overali Rating

The Charles A Dana Center

Reviewed By:

The Charles A Command

r, Quadratic, and Exponential Models (F-LE) struct and compare linear, quadratic, and exponential models and	Summary and documentati	on of how t	he domain, clu	ster, and stan	dard are
e problems.	met. Cita examples from th	meteriels			
1.4	Important Mathematical Ideas	+1			+
exponential models, express as a logarithm the solution to $ab^{\alpha}=d$ where and d are numbers and the base b is 2, 10, or a ; evaluate the logarithm a technology.*		1	2	3	4
Logarithms as ackatons for exponentials.	Skills and Procedures				
	SAME AND PROCEDURES	←	- 1	3	
		•	•		
	Name and the College and by the				
	Mathematical Relationships	1	2	3	4
		,	•	,	
	Summery / Justification / E	ridence			
cate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu	star, and s	tendard that an	e missing or n	ot well
	developed in the instructio	nal materia	is (if any):		
	Overall Rating		 		→
		l .	2	3	4
					-18
harles A. Dana Center					•••
harles A. Dana Center					•••
hastes A. Dana Center					-
harites A. Danu Center					~
	leviewed By:				
R	·				
R T	eviewed By: itle of Instructional Material	5			
R T EBRA II — FUNCTIONS (F)	·				
R T EBRA II — FUNCTIONS (F) nometric Functions (F-TF)	itle of Instructional Material	on of how	the domain, clu	ister, and stan	
R T EBRA II — FUNCTIONS (F) nometric Functions (F-TF)	·	on of how	the domain, clu	ister, and stan	
R T EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle.	itle of Instructional Material Summery and documental met. Cite examples from th	on of how materials	fje domein, clu	aster, and stan	
R EBRA II — FUNCTIONS (F) normetric Functions (F-TF) and the domain of trigonometric functions using the unit circle.	itle of Instructional Material	on of how	the domain, clu	ister, and stan	dard are
R TEBRA II — FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	itle of Instructional Material Summery and documental met. Cite examples from th	on of how to materials			datd are
R TEBRA II FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ain how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documental met. Ole examples from the important Mathematical ideas	on of how to materials			datd are
R TEBRA II FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ain how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	itle of Instructional Material Summery and documental met. Cite examples from th	on of how to materials	2	3	datd are
R TEBRA II — FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documental met. Ole examples from the important Mathematical ideas	on of how to materials			dard are
R TEBRA II — FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documentati met. Cite examples from th important Mathematical Ideas Skits and Procedures	on of how to materials	2	3	dard are
R TEBRA II FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ain how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documental met. Ole examples from the important Mathematical ideas	on of how a materials	2	3	dard are
R TEBRA II FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ain how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documentations. Cite examples from the important Mathematical Ideas Skits and Procedures	on of how to materials	2	3	dard are
R TEBRA II FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ain how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documentations. Cite examples from the important Mathematical Ideas Skits and Procedures	on of how a materials	2	3	dard are
R TEBRA II — FUNCTIONS (F) normatric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures	Summery and documentations. Cite examples from the important Mathematical Ideas Skits and Procedures	on of how a materials	2	3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 In the second of the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures rigies traversed counterclockwise eround the unit circle.	Summary and documental met. Cite examples from the important Mathematical ideas. Skits and Procedures. Mathematical Relationships	on of how a materials	2	3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 In the second of the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures rigies traversed counterclockwise eround the unit circle.	Summary and documental met. Cite examples from the important Mathematical ideas. Skits and Procedures. Mathematical Relationships	on of how a materials	2	3	dard are
	Summary and documentationer. Cite examples from the important Mathematical ideas. Skids and Procedures. Mathematical Relationships.	on of how a materials	2	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 In the second of the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures rigies traversed counterclockwise eround the unit circle.	Summary and documental met. Cite examples from the important Mathematical ideas. Skits and Procedures. Mathematical Relationships	on of how a materials	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 In the second of the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures rigies traversed counterclockwise eround the unit circle.	Summary and documentation of Instructional Material Summary and documentation of the examples from the Important Mathematical Ideas Skids and Procedures Mathematical Relationships Summary / Juetification / E	on of how a materials	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures tgles traversed counterclockwise eround the unit circle.	Summary and documentation of Instructional Material Summary and documentation of the examples from the Important Mathematical Ideas Skids and Procedures Mathematical Relationships Summary / Juetification / E	on of how a materials	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures tgles traversed counterclockwise eround the unit circle.	Summary and documentation of Instructional Material Summary and documentation of the examples from the Important Mathematical Ideas Skids and Procedures Mathematical Relationships Summary / Juetification / E	on of how a materials	2 2 2 tandard that an	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 ein how the unit circle in the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures tgles traversed counterclockwise eround the unit circle.	Summary and documentation of Instructional Material Summary and documentation of the examples from the Important Mathematical Ideas Skids and Procedures Mathematical Relationships Summary / Juetification / E	on of how a materials	2 2 2 tandard that an	3 3 3	dard are
R EBRA II — FUNCTIONS (F) nometric Functions (F-TF) and the domain of trigonometric functions using the unit circle. 2 In the second of the coordinate plane enables the extension of nometric functions to all real numbers, interpreted as radian measures rigies traversed counterclockwise eround the unit circle.	Summary and documentations. Cite examples from the important Mathematical ideas. Skids and Procedures. Mathematical Relationships. Summary / Justification / E. Portions of the domain, ck developed in the instruction	on of how a materials to a material material material	2 2 2 tandard that an	3 3 3	dard are

Reviewed By:

i	Reviewed By:				
ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF)	Title of Instructional Materia	is:			
Analyze functions using different representations,	Summary and documental met. Cite examples from the	ion of how	the domain, o	luster, and sta	ndard an
F4F.8b 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	important Mathematical Ideas		- + - 2	1 3	1
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02), y = (0.07), y = (1.07) ⁿ , y = (Skills and Procedures	+ ! 1	2		
	Mathematical Relationships	+1	1 2		
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
and the composition, section (a), section pages (services).	Portions of the domain, clu developed in the instruction	ister, and si nal materia	andard that a is (if any):	ne missing or a	ot well
	Overalt Rating	+ 	[2	3	++
be Charles A. Dana Center					-43

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summery and documentation of how the domain, cluster, and standard at met. Cite examples from the meterials.			dard ere	
F-BF.16					
 Write a function that describes a relationship between two quantities.* 	Important Mathematical Ideas	4+			
b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Skills and Procedures	, + !	2	3	4
Note; include all types of functions studied.		1	2	3	4
	Mathematical Relationships				
		1	2	3	4
	Summery / Justification / En	vidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ster, and stream	endard that are s (if any):	missing or no	Hew X
	Overall Rating	-			
	1			,	17

Reviewed By:

Title of Instructional Materials:

The Charles A. Decas Center		

Reviewed By.	
Title of Instructional Materials.	

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.			dard are	
F-#:a					
Compare properties of two functions each represented in a different way (algebraicath), graphicathy, numerically in tables, or by verbal descriptions). For example, given a graph of one quadrato function and an algebraic expression for anothol, say which has the larger maximum.	Important Mathematical Ideas	* +	2	3	+
Note. Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	1	2	3	+1
•	Mathematical Relationships			 	
	Summary / Justification / E	Evidence		·	·
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cle developed in the instruction	uster, and s onal materia	tendard that are its (if any):	missing or n	ot well
	Overall Rating	4	2	3	

The Charles A. Danie Center		

Title of Instructional Materials:

Reviewed By:	
--------------	--

ALGEBRA II -- FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
F-8F.3				***************************************		
Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and	Important Mathematical ideas	++	+			
f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and elegation expressions for them.		ı	2	3	4	
Note, Include almpte radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	++				
		ı	2	3	4	
	Mathematical Relationships	4.1				
		3	2	3	•	
	Summary / Justification / Ev	ridence				
Indicate the chapter(s), saction(s), and/or page(s) reviewed.						
	Portions of the domain, cluster, and standard that are missing or developed in the instructional materials (if any):					
	Overall Rating	Η	-	+	-++	

			.,			
	tile of Instructional Materials	:	.,,			
LGEBRA # — FUNCTIONS (F)						
terpreting Functions (F-IF) Analyza functions using different representations.	Summery and documentation of how the domain, cluster, and standard met. Cite examples from the materials.					
F-JF-7b	Important Mathematical Ideas	. 1		1	1.6	
 Graph functions expressed symbolically and show key feebures of the graph, by hand in simple cases and using technology for more complicated cases.* 	Imbolinica managementen idage	1	2	3		
 Graph square root, cube root, and placewise-defined functions, including step functions and absolute value functions. 	Skills and Procedures	++	1		+	
Note: Focus on using key leatures to guide selection of appropriate type of model function.		1	2	3	4	
	Mathematical Relationships	+			<u>_</u> ,	
		1	2	3	4	
	Summary / Justification / Evidence					
indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clu	ster, and s	tendard that an	missing of n	ot well	
	developed in the instruction	al meteria	is (if any):			
	Overall Rating	+ i			→	
		ł	2		4	
					35	
the Charles A. Danie Center					39	
the Charles A. Danze Center					35	
	Reviewed By:				39	
1	Reviewed By: Title of Instructional Material					
1	•					
algebra II — Functions (F)	Title of Instructional Material					
····	•	on of how	the domain, ck			
ALGEBRA II — FUNCTIONS (F) interpreting Functions (F-IF) Analyze functions using different representations. F-IF-7e	Title of Instructional Material Summary and documentati	on of how	the domain, ck			
ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Analyze functions using different representations. F-IE-7e 7. Graph functions expressed symbolically and show key features of the graph, by hand in sample cases and using technology for more complicated cases.*	Surrenary and documentations. Cite examples from the Important Mathematical Ideas	on of how e materials	the domain, ck		ndard are	
ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Analyze functions using different representations. F-IF.7e 7. Graph functions expressed symbolically and show key features of the graph, by hand in sample cases and using technology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline.	Summary and documental met. Cite examples from the important Mathematical ideas	on of how e materials	the domain, cli	ster, and ster	ndard are	
ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Analyze functions using different representations. F-IF-7e -7. Graph functions expressed symbolically and show key features of the graph, by hand in sumple cases and using sechnology for more complicated cases." — Graph exponential and logarithmic functions, showing intercepts and	Summary and documental met. Cite examples from the important Mathematical ideas	on of how e materials	the domain, ck	ster, and ster	ndard are	
ALGEBRA II — FUNCTIONS (F) interpreting Functions (F-IF) Analyze functions using different representations. F-IE-7e 7. Graph functions expressed symbolically and show key features of the graph, by mand in simple cases and using sechnology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and amplitude, and trigonometric functions, showing period, midline, and amplitude.	Summary and documental met. Cite examples from the important Mathematical ideas	on of how e materials	the domain, cli	ster, and ster	ndard are	

Summery / Justification / Evidence

Overall Rating

Indicate the chapter(s), section(s), and/or page(s) reviewed.

The Charles A 1 ter

т	itle of Instructional Materia	ds:						
LGEBRA # — FUNCTIONS (F) terpreting Functions (F4F)								
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.							
F-IE/C 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	Important Mathematical Ideas	 	2	3	+			
c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. lose: Focus on using lay feetures to guide selection of appropriate type of model function	Skylis and Procedures	 	2	+ ;	 +			
	Mathematical Relationships	+	2	3	 			
	Summary / Justification /	Évidence						
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):							
	Overasi Rating	1	2	3				
	teviewed By: title of Instructional Materia	als:						
tarpreting Functions (F-IF)	Summary and documents	tion of how	the domain, clu	ster, and stan	dard are			
Analyze functions using different representations. F-IF-8s 6. White a function defined by an expression in different but equivalent	met. Cite examples from t Important Mathematical Idea:	he material:	+	-				
forms to reveal and explain different properties of the function, e. Use the process of factoring and completing the square in a quadratic function to show zeroe, extreme values, and symmetry of the graph, and interpret these in terms of a context. Note: Focus on using key features to guide election of appropriate type of model function	Skills and Procedures	+ 	2	3)			
	Mathematical Relationships	• 	2	 3	 +			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification /	Evidence						
	Portions of the domain, c developed in the instructi	luster, and to	standard that an	emissing or n	ot well			
	Overall Rating	4 1	2	- 1 3	++			

Reviewed By:

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reasoning with Equations and Inequalities (A-REI)						Interpreting Function
Represent and solve equations and inequalities graphically.	Summary and documents	tion of how th	ne domein, ci	usler, and star	derd are	
A-REI.11	met. Cite examples from t	Ne sneterials.				Interpret functions t
Explain why she x-coordinates of the points where the graphs of the	Important Mathematical Idea	• •				F-IF.4
equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation		i	2	3	171	For a function that m
I/A/ = U/A/, FINE INC SUSIDORS MODIFICATION & A station technology to work					1	key features of graph graphs showing key f
the functions, make tables of values, or fird successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute					1	Key teatures include:
value, exponential, and logaritimic functions."	Skills and Procedures	+1			—+ →	decreasing, positive.
tore. Combine polynomial, rationet, radical, absolute value, and exponential functions.		1	2	و	à	symmetries, and bef
						Hote: Induzie retional, aqu
	Mathematical Relationships				1	
	manufacture (Composite sp)	**				•
		ī	2	3	4	
	Summary / Justification / E	vidence				
ndicate the chapter(s), section(s), and/or page(s) reviewed.					1	Indicate the chapte
	Portions of the domain, ck	ster, and ste	ndard that an	missing or n	ot well	
	developed in the instruction	NIET WATER	(n any):			
	1				i	
					İ	
	Overali Rating	()				
	f	i	2	3	1	
	eviewed By: ide of Instructional Material	· ———				
GEBRA II — FUNCTIONS (F)			***************************************			ALGEBRA II FUN
rpreting Functions (F-IF)						Interpreting Functions
terpret functions that arise in applications in terms of the context.	Summery and documentationet. Cite examples from the	on of how the materials.	domain, ciu	ster, and sterid	ard are	Interpret functions th
₩.6						F-IF-#
state the domain of a function to its graph and, where applicable, to the	important Mathematical ideas	4			 →	į.
antifative relationship it describes. For example, if the function h(n) owes	Í	1	2	3	4	Calculate and interpre symbolically or as a tr
e number of person-hours it takes to assemble n engines in a factory, then e positive integers would be an appropriate domain for the function."	ļ					change from a graph,
io; Emphaeize selection of appropriate models.	Skills and Procedures					Note: Emphasize salection
		4-1	2	3		
		•	•	,	1	
					1	
	Mathematical Relationships	+			_+ +	
		J	2	3	4	
	Summery / Justification / Ev	idanca			1	
	,	NAME (CA)			1	
dicate the chapter(s), section(s), and/or page(s) reviewed.					i	
					- 1	Indicate the chapter
	Portions of the domain, clus	ter, and stanc	land that are	nissing or not	well	
	developed in the instruction	al materials (i	f any):	<u>.</u>		1
						Ì
					l	
					j	1
	Overali Rating				-	
	- +	 	2		→	
				3	4	r

ALGEBRA II - ALGEBRA (A)

The Charles A. Dans Center

Title of Instructional Materials:

	Title of Instructional Materi	els:			
LGEBRA II FUNCTIONS (F) terpreting functions (F-IF)					
terpret functions that arise in applications in terms of the context.	Summary and documents	tion of how	the domain, cit	ister, and stan	dard are
-FA	THE CRE examples from	the material	3.		
or a function that models a relationship between two quantities, interpret	Important Mathematical Idea				
by features of graphs and tables in terms of the quantities, and aketch raphs showing key features given a verbal description of the relationahip.		1	2	3	4
by features include: intercepts, intervals where the function is increasing, ecreasing, positive, or negative, relative maximums and minimums;	i				
ymmetries, end behavior, and penodicity."	Skills and Procedures	€—			-+
oles; include retional, aquare root and cube root, ampheesze exection of appropriate models.		1	2	3	•
	Mathematical Relationships	+ 	<u>-</u>		
		1	2	3	4
	Summary / Justification /)	Evidence			
dicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, ch developed in the instruction	uster, and s materia	tendard that are als (if any):	missing or no	t well
			()//-		
	Overall Rating	41			
		1	2	3	4
Cherles A Dana Center					36
					•••
•	Reviewed By:				
1	Title of Instructional Materia	ls:			
GEBRA II FUNCTIONS (F)		***************************************			
rpreting Functions (F-IF)	·				
serpret functions that arise in applications in terms of the context.	Summary and documentatemet. Cite examples from the	ion of how t rematerials	the domain, clui	iter, and stand	erd are
F,\$	Important Mathematical Ideas	********			
ilculate and interpret the average rate of change of a function (presented intrologies) or as a table) over a specified interval. Estimate the rate of	es descent wethoughter roses	+	2		
ange from a graph."		•	•	,	•
ie: Errephasize selection of appropriate models.	Skills and Procedures				
	Stoke and Proceedings	+ 	2	3	-+
			4	3	1
	Mathemetical Relationships				
	The state of the s	1	2		4
		-	-	•	•
	Summary / Justification / E				
	Omerania / one mercandi / E	A IORESCIA			
licate the chapter(s), section(s), and/or page(s) reviewed.					
	Dartings at the desired				
	Portions of the domain, clu developed in the instruction	ster, and str val material	endard that are i s (if any):	missing or not	well
	Overall Rating	+			+,

Reviewed By:

1	Reviewed By:				
	Title of Instructional Materials	:			
EBRA il ALGEBRA (A) ing Equations (A-CED)					
ate equations that describe numbers or relationships.	Summary and documentationst. Cite examples from the	on of how t materials.	he domein, clus	ster, and stanc	lard are
CED.2	Important Mathematical Ideas	-			+
ate equations in two or more variables to represent relationships between	n liponali mananana	1	2	3	4
mittee; graph equations on coordinate axes with labels and scales." Equations using all available types of expressions, including emple root functions.					
a. Equipment and a state of the	Skills and Procedures	. 1	1	.1	
	Signs and Procedures	4	2	3	- 1
	1	•	-	•	
	Mathematical Relationships	{ 			
		1	2	,	•
	Summary / Justification / E	vidence			
dicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu	ster, and s	andard that are	missing of n	ot well
	developed in the instruction	nai materia	ts (if any):		
	Overall Rating	+	+		→
		1	2	3	4
	Reviewed By:				
	·				
	Title of Instructional Material	s:			
GEBRA II — ALGEBRA (A)					
esting Equations (A-CED)	Summary and documental		#	ates and star	dard are
reate equations that describe numbers or relationships.	met. Cite examples from the	on or now rematerial	ene gomen, c.e. L		
A-CED.4					
Rearrange formulas to highlight a quantity of interest, using the same	Important Mathematical Ideas	+	2		4
sasoning as in solving equations. For example, rearrange Unit is law		•	•	•	
$r = IR$ to highlight resistance R^* one: Equations using at evidable types of expressions, including simple stort functions.					
oth. Editmota made of telemone illustrate at the second and an analysis of an ana	Skills and Procedures	4+			+
		1	2	3	4
	Mathematical Relationships	4+			
		1	2	3	4
	Summery / Justification / I	Evidence			
	Salarany , garanteethi / C				
- dia- at ata-day mandhandal andha					
ndicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cl	uster, and	standard that a	re missing or	not well
	developed in the instruction	onai materi	MES (IE ASTY):		

Overall Rating

The Charles A 7 nier

33

	Reviewed By:				
	Title of Instructional Materials	:			
LGEBRA 8 — ALGEBRA (A)					
Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the	n of how t	the domain, clu	iter, and stand	ard are
A-CED.3	T			,	
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling contact. For example, appraisant inequalities describin nutritional and cost constraints on combinations of different foods.	9	1	2	3	*
Hole: Equations using all available types of expressions, including simple roof functions.	Sides and Procedures	1	2	3	4
	Mathematical Relationships	+ 			
	Summery / Justification / E		2	,	•
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and s rul materia	tendard that are ils (if any):	missing or no	t well
	Overall Rating	 	1 2	1 3	+
he Charles A. Dana Centet	Doğuml Du				32
	Reviewed By: Title of Instructional Material	5:			
LGEBRA II — ALGEBRA (A) tessoning with Equations and inequalides (A-REI)					land are
Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentati met. Cite examples from the	on of now smaterials	ine somain, ciu	STREET, METER BEARING	
A-REL2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas	1	2	3	 •
Note: Simple radical and islands	Skills and Procedustrs	1	2	3	
	Mathematical Relationships	4 .	1 2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, ck developed in the Instruction	ister, and s nai materi	standard that ar als (if any):	e missing or n	ot well
	1				

The Charles A. Dana Center

	ACVIEWOU DY.		Reviewed By
	Title of Instructional Materials:		Fitle of Instructional Materials:
LGEBRA II — ALGEBRA (A)		ALGEBRA II — ALGEBRA (A)	THE OF BISURCHORES MESERALS:
rithmetic with Polynomials and Rational Expressions (A-APR)		Arithmetic with Polynomials and Rational Expressions (A-APR)	
ise polynomial identities to solve problems.	Summary and documentation of frow the domain, cluster, and standard are met. Cite examples from the graterials.	Rewrite rational expressions.	Summary and documentation of how the Somain, cluster, and standard a
A-APR.6	7 1	A-APR-S	met. Cite examples from the materials.
+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in	Important Mathematical Ideas		Important Mathematical Ideas
cowers of x and y for a positive integer n, where x and y are any numbers, with coefficients/determined for example by Pascal's Triangle.	1 1 2 3 4	Rewrite simple rational expressions in different forms; write $a(x)b(x)$ in the form $q(x) + r(x)b(x)$, where $a(x),b(x),q(x)$, and $r(x)$ are polynomials with the	
Y/ dinot 1 10			/ / / -
	Skills and Procedures	for the more complicated examples, a computer eigebre system. Hote: Linear and quadratic denominators.	Striks and Procedures
No Correlation to lasca			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		8 / / A	1 2 3
Triangle; no argument a	Mathematical Relationships	Ι Λ / / / l ₋	
Triangle , no argument a	ito why		Mathematical Relationships
			1 7 2 3 4
Binonial IMM WOLFS CI	Summary / Justification / Evidence	,	
rgumoni.			Summary / Justification / Evidence
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Know that programm	Indicate the charterful constants and the	
	marting or exercises,	Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domein, classer, and standard that are missing or not well developed in the instructional materials (if any):		Portions of the domain, cluster, and standard that are missing or not well
1		10000	developed in the instructional materials (if any):
11.5			
	Overall Rating	· ·	
	\ *\		Overall Rating
	1 1 2 3 1		1 1 2 3 4
A. I. C. C.			
Charles A. Dane Center	27	The Charles A. Dana Center	
			2
) ' ID		
•	Reviewed By:	R	eviewed By:
	itle of Instructional Materials:	rs	de afternoon 136 of 1
GEBRA II — ALGEBRA (A)		ALGEBRA II ALGEBRA (A)	tle of Instructional Materials:
hmatic with Polynomials and Rational Expressions (A-APR)		Creating Equations (A-CED)	
write rational expressions.	Summery and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials.	Creete equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard an
APR.7		A-CED.1	met. Cite examples from the materials.
Understand that rational expressions form a system analogous to the	Important Mathemetical Ideas	Create equations and inequalities in one variable and use them to solve	Important Mathematics Ideas
ional numbers, closed under addition, subtraction, multiplication, and rision by a nonzero rational expression; add, subtract, multiply, and divide	1 2 3 4	problems. Include equations arising from knear and quadratic functions, and	1 2 3 4
ional expressions.	•	simple randral and exponential functions,"	
ie. Lanear and quadratic denovalestors	Skills and Procedures	Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures
	1 2 3 4		1 2 3
	Mathematical Relationships		Mathematical Relationships
	1 2 3 4		The state of the s
			, , , ,
	Summary / Justification / Evidence		
			Summary / Justification / Evidence
ficate the chapter(s), section(s), and/or page(s) reviewed.		Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well	1	
	developed in the instructional meterials (if any):		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
i		. [
		•	
	Overall Rating	<u> </u>	Overall Rating
i		4	Overse rating

29

rform arithmetic operations on polynomials.	Surrenery and documentation of how/the domain, cluster, and standard are met. Cite examples from the materials,
APR.1	
decerand that notenomistic form a system analogous to the integers,	Important Mathematical Idees/
mely, they are closed under the operations of addition, subtraction, and riplacation; add, subtract, and multiply polynomials.	
e: Beyond quadratic	
	Skills and Procedures
Good ex affinding prof	for algorially, but
	Mathematical Relationships
text does not address on	how/part
JEXA DOGG SALLA MAGONISSAL	1 " ([\) T, ") 13 closed,
	Summary / Justification / Evidence
dicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
a	Geveloped at the attractions theretain in
(,)	
	Overall Rating
	1 / 2 3 4
Charles A Dura Center	23
1	Reviewed By:
	Reviewed By: Title of Instructional Materials:
GEBRA II — ALGEBRA (A) sthmetic with Polynomials and Rational Expressions (A-APR)	Title of Instructional Materials:
GEBRA II — ALGEBRA (A) ithmetic with Polynomials and Rational Expressions (A-APR)	Title of Instructional Materials:
GEBRA 8 — ALGEBRA (A) ithmetic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. IAPR3	Title of Instructional Materials:
GEBRA II — ALGEBRA (A) ithmstic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. IAPR.3 dentity zeros of polynomials when suitable factorizations are available,	Summary and documentation of how the domain, cluster, and standard are met. Cise examples from the materials: Important Mathematical ideas 2 3 4
GEBRA II — ALGEBRA (A) ithmstic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. IAPR.3 dentity zeros of polynomials when suitable factorizations are available,	Summary and documentation of how the domain, cluster, and standard are met. Cise examples from the materials: Important Mathematical ideas 2 3 4
GEBRA II — ALGEBRA (A) thimselic with Polymomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polymomials. APR.3 tentity zeros of polymomials when suitable factorizations are available,	Summary and documentation of how the domain, cluster, and standard are met. Cise examples from the materials: Important Mathematical ideas 2 3 4
GEBRA II — ALGEBRA (A) thimselic with Polymomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polymomials. APR.3 tentity zeros of polymomials when suitable factorizations are available,	Summary and documentation of how the domain, cluster, and standard are met. Cise examples from the materials: Important Mathematical ideas 2 3 4
GEBRA II — ALGEBRA (A) thmetic with Polymonials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polymonials. APR.3 Ientity zeros of polymonials when suitable factorizations are evallable,	Summary and documentation of how the domain, cluster, and standard are met. Cise examples from the materials: Important Mathematical ideas 2 3 4
GEBRA II — ALGEBRA (A) intermetic with Polynomiais and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. JAPR.3 isnibly zeros of polynomials when suitable factorizations are evaluable, not use the zeros to construct a rough graph of the function defined by the olynomial. If Shuh this is to graph Anything Shub is conc	Summary and documentation of how the domain, cluster, and standard are met. Citie examples from the materials: Important Mathematical ideas Skills and Procedures 1 2 3 4 Mathematical Relationships 4 1 1 1 1 1 1 1 1 1
GEBRA II — ALGEBRA (A) thrmetic with Polynomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polynomials. APR3 lentily zeros of polynomials when suitable factorizations are available, not use the zeros to construct a rough graph of the function defined by the olynomial. If Shud HM is to grap AM HM is to grap	Summary and documentation of how the domain, cluster, and standard are met. Citie examples from the materials: Important Mathematical ideas Skills and Procedures 1 2 3 4 Mathematical Relationships 4 1 1 1 1 1 1 1 1 1
GEBRA II — ALGEBRA (A) thmetic with Polymonials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polymonials. APR.3 Ientity zeros of polymonials when suitable factorizations are evallable,	Summary and documentation of how the domain, cluster, and standard are met. Citie examples from the materials: Important Mathematical ideas Skitte and Procedures
GEBRA II — ALGEBRA (A) thrmetic with Polynomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polynomials. APR3 lentily zeros of polynomials when suitable factorizations are available, not use the zeros to construct a rough graph of the function defined by the olynomial. If Shud HM is to grap AM HM is to grap	Summary and documentation of how the domain, cluster, and standard are met. Citie examples from the materials: Important Mathematical ideas Skills and Procedures 1 2 3 4 Mathematical Relationships 4 1 1 1 1 1 1 1 1 1
GEBRA II — ALGEBRA (A) thmetic with Polynomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polynomials. APR.3 APR.4 APR.3 APR.4 APR.5 APR.5 APR.6 APR	Summary and documentation of how the domain, cluster, and standard are met. Citie examples from the materials: Important Mathematical ideas Skitte and Procedures
GEBRA 8 — ALGEBRA (A) ithmetic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. IAPR.3 dentity zeros of polynomials when suitable factorizations are available, not use the zeros to construct a rough graph of the function defined by the olynomial. If Shudwhit is the graph of the function of factorizations are available, not use the zeros to construct a rough graph of the function defined by the olynomial.	Summary and documentation of how the domain, cluster, and standard are met. Clas examples from the meterials? Important Mathemetical ideas Skiffs and Procedures
GEBRA II — ALGEBRA (A) Sithmetic with Polynomials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polynomials. ILAPR3 dentity zeros of polynomials when suitable factorizations are evailable, and use the zeros to construct a rough graph of the function defined by the olynomials. If Shud that is for graph and the function defined by the olynomials. If shud that is for graph and the function defined by the olynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematical ideas Skits and Procedures
GEBRA II — ALGEBRA (A) Sithmetic with Polynomials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polynomials. ILAPR3 dentity zeros of polynomials when suitable factorizations are evailable, and use the zeros to construct a rough graph of the function defined by the olynomials. If Shud that is for graph and the function defined by the olynomials. If shud that is for graph and the function defined by the olynomials.	Summary and documentation of how the domain, cluster, and standard are met. Clas examples from the meterials? Important Mathemetical ideas Skiffs and Procedures
GEBRA 8 — ALGEBRA (A) interestic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. AAPR3 dentity zeros of polynomials when suitable factorizations are evallable, and use the zeros to construct a rough graph of the function defined by the polynomial. If July 4 http://dx.dentity.com/s/s/spaceton/s/space	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematical ideas Skits and Procedures
GEBRA 8 — ALGEBRA (A) Sithmetic with Polynomials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polynomials. ALAPR3 ALAPR	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematical ideas Skits and Procedures
GEBRA II — ALGEBRA (A) Sithmetic with Polynomials and Rational Expressions (A-APR) Inderstand the relationship between zeros and factors of polynomials. ILAPR3 dentity zeros of polynomials when suitable factorizations are evailable, and use the zeros to construct a rough graph of the function defined by the olynomials. If Shud that is for graph and the function defined by the olynomials. If shud that is for graph and the function defined by the olynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials? Important Mathemetical ideas Skills and Procedures 1
GEBRA 8 — ALGEBRA (A) sthmetic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. APR.3 sentity zeros of polynomials when suitable factorizations are available, not use the zeros to construct a rough graph of the function defined by the olynomial. If Shud that is the graph of the function for the function of the function for the function for the function of the function	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematical ideas Skits and Procedures
GEBRA H — ALGEBRA (A) thmetic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. ARR.3 entity zeros of polynomials when suitable factorizations are available, of use the zeros to construct a rough graph of the function defined by the slynomial. If Shudyhd is the graph ANGEL ARR.3 AN	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials? Important Mathemetical ideas Skills and Procedures 1
GEBRA 8 — ALGEBRA (A) thmetic with Polynomials and Rational Expressions (A-APR) nderstand the relationship between zeros and factors of polynomials. APR.3 lentity zeros of polynomials when suitable factorizations are available, no use the zeros to construct a rough graph of the function defined by the olynomial. If Shud that is the graph of the function defined by the olynomial and the function of the func	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials? Important Mathemetical ideas Skills and Procedures 1
SEBRA 8 — ALGEBRA (A) hmetic with Polynomials and Rational Expressions (A-APR) inderstand the relationship between zeros and factors of polynomials. APR.3 april	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the meterials? Important Mathemetical ideas Skills and Procedures 1

Title of Instructional Materials:

nderstand the relationship between zeros and factors of polynomials. mat. Cit	y and documentation of how the domain, cluster, and standard are a samples from the materials.
APR.2 Important toward apply the Remainder Theorem: For a polynomial $\rho(x)$ and a more a , the romainder on division by $x-a$ is $\rho(a)$, so $\rho(a)=0$ if and only if	Mathematical ideas
-a) is a factor of p(x).	1 Procedures
	abcel Relationships
Summa	ry / Justification / Evidence
licate the chapter(s), section(s), end/or page(s) reviewed. Portion	s of the domain, cluster, and standard that are missing or not well ad in the instructional materials (if any):
9.4	
Cverall	Rating +1 + + + + + + + + + + + + + + + + + +
	
Reviewed	
	By:
Title of In	structional Materials:
Title of In	structional Materials:
Title of In SEBRA II — ALGEBRA (A) Inmetic with Polynomials and Rational Expressions (A-APR) se polynomial identities to solve problems. Summmet. Ci APR.4. Importa Imp	structional Materials: ary and documentation of flow the domain, cluster, and standard are te examples from the materials.
SEBRA II — ALGEBRA (A) Intractic with Potymornials and Rational Expressions (A-APR) Summing the potymornial identities to solve problems. APR.4 Imports potymornial identities and use them to describe numerical relationships. Imports potymornial identities and use them to describe numerical relationships. Imports potymornial identities and use them to describe numerical relationships. Substitute of Interest	structional Materials: sey and documentation of flow the domain, cluster, and standard are to examples from the materials. In Mathematical Ideas 4 2 3 4
Title of In SEBRA II — ALGEBRA (A) Inmetic with Potymornials and Rational Expressions (A-APR) Polymornial identities to solve problems. Summmet. Ci APRA Ove polymornial identities and use them to describe numerical relationships or example, the polymornial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used generate Pythagorean triples. Skills as	structional Materials: sry and documentation of flow the domain, cluster, and standard are to examples from the materials. In Mathematical Ideas 4
GEBRA II — ALGEBRA (A) Intensitic with Polymornials and Rational Expressions (A-APR) se polymornial identities to solve problems. APRA ove polymornial identities and use them to describe numerical relationships. or example, the polymornial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used generate Pythagorean triples. Skills as	structional Materials: sey and documentation of flow the domain, cluster, and standard are to examples from the materials. In Mathematical Ideas 4 2 3 4 Interior of the materials of the community of the domain of the community of the com
Title of In Title of In the polynomials and Rational Expressions (A-APR) Summing the polynomial identities to solve problems. APR.4 Importation to polynomial identities and use them to describe numerical relationships. In example, the polynomial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used generate Pythagorean triples. Summing the polynomial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used generate Pythagorean triples. Summing the polynomial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used generate Pythagorean triples. Summing the polynomial identities to solve problems.	structional Materials: Say and documentation of flow the domain, cluster, and standard are to examples from the materials. In Mathematical Ideas A differential Ideas A diff

Reviewed By:

The Charles A. Dana Center

36

	12.77.00.23		Reviewed By				
ALCERDA H. CORDA (A)	Title of Instructional Materials:		Title of Instructional Materials:				
ALGEBRA 8		ALGEBRA II ALGEBRA (A)	The Or Idsordenonal Materials:				
	81	Seeing Structure in Expressions (A-SSE)					
interpret the structure of expressions.	Summery and documentation of how the domain, cluster, and stendard are met. Cite examples from the matitrials.	Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard				
A-6SE.1a	Important Mathematical Ideas	A-SSE.1b	met. Cite examples from the materials.				
Interpret expressions that represent a quantity in terms of its context.*	The same of the sa	Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas				
Interpret parts of an expression, such as terms, factors, and coefficients.	1 (2 ' ' ')	b. Interpret complicated expressions by viewing one or more of their	2 / 3 /				
Note: Polynomial and retional.	Skills and Procedures	parts as a single entity. For example, interpret P(1+r)* as the product of P and a factor not depending on P.					
1 1 1 1 1 1 1	State and Procedures	Note: Polynomial and retional.	Skills and Procedures				
Nize chart, DW		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	2 3				
		Vireapps, but they					
Nize chart, but no practice offered	Mathermocal Relationships		Mathematical Relationships				
The practice of the	of a polynamid	Vice apps, but they seem disconnected to					
La Sula muts		1 .					
1 / 1 / (NOV)) / 1 / 1	Summary / Justification / Evidence	the content	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.							
		Indicate the chapter(s), section(s), and/or page(s) reviewed.					
-	Portions of the domain, cluster, and standard that are missing or not well		Portions of the demains	<i>O</i> 1 (developed in the instructional meterials (if any):	1601 1605	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
-/ -	The state of the s	09 421 - 425					
L I							
	Overall Rating	<u> </u>					
			Overall Rating				
	\mathcal{S}						
be Charles A. Dana Center							
	19	The Charles A. Dana Center					
1	Reviewed By:	_					
	Fitle of Instructional Materials:	, r	Reviewed By:				
LGEBRA H — ALGEBRA (A)	The of districtions: Materials.	Υ	itle of Instructional Materials				
seing Structure in Expressions (A-SSE)		ALGEBRA II ALGEBRA (A)					
nterpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are	Seeing Structure in Expressions (A-SSE)					
A-SSE.2	met. Cita examples from the meterials.	Write expressions in equivalent forms to solve problems,	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				
Jee the structure of an expression to identify were to rewrite it. For expension	Important Mathematical Ideas	A-88E.4					
see $x' - y'$ as $(x^2)' - (y^2)'$, thus recognizing it as a difference of squares that sends factored as $(x^2 - y^2)(x^2 + y^2)$.	/1 2 3	Derive the formula for the sum of a finite geometric series (when the	Umportant Mathematical Ideas				
iote. Polynomial and reagnal		common ratio is not (), and use the formula to solve problems. For example, calculate mortgage payments.*	1 2 3 4				
10 00-	Skills and Procedures	A 1 10 man con con					
A few problems are off	and I i i	1 Simple Moon, July	Skills and Procedures				
		A simple grom, series offered for examination	b = 1 2 3 4				
for student to salve,	Mathemetical Relationships						
	3 4	text jumps 13ht to	Mathemetical Relationships				
but no examples for		Text jumps 13	i 2 3 4				
1. 4 4 G'II	Summary / Justification / Evidence		S				
students to follow by.	·	formulas w/o any proof	SY 6 Call L				
ndicate the chapter(s), section(s), and/or page(s) reviewed.		form h a h w/o any proof indicate the chapter(s), section(s), and/or page(s) reviewed.	explanation.				
	Portions of the domain, cluster, and standard that are missing or not well		·				
$\alpha \cap$	developed in the instructional meterials (if any):		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
9-1		1 11.3	· ····································				
	Overall Rating						
	- / ******/ 		Overall Rating				
	[[[/ 2 4 4]	i i	· · · · · · · · · · · · · · · · · · ·				
			1 2 3 4				

	tile of Instructional Materials:		Title of Instructional Materials:
EBRA II — NUMBER AND QUANTITY (N)		ALGEBRA # — NUMBER AND QUANTITY (N) The Complex Number System (N-CN)	
Complex Number System (N-CN) orm arithmetic operations with complex numbers.	Summery and documentation of how the domain, cluster, and standard are met. One examples from the materials,	Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the frill regists.
1.2 he relation r ² = −1 and the commutative, associative, and distributive tribes to add, subtract, and multiply complex numbers.	Important Mathematical Ideas 4 1 1 4 3 3 4	N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas
s highwest power of i.	Skills and Procedures	In provious section text barely discusses i= 1	Stutis and Procedures
16,2	Mathemetical Relationships 1 2 3 4	Then, text goes on to say it	
: the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	JJ2 - Has 20 Horn no ren indicate the chapter(a), section(a), and/of page(a) reviewed.	Sylh. while this is true, the
5-5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	6-5	Portions of the domain, cluster, and standard that are missing or not well, / developed in the instructional materials (if any):
	Overall Rating		Overall Rating
ules A. Duxu Center	15	The Charles A. Danie Center	16
1	Reviewed By: Title of Instructional Mazerials:	ALGEBRA N NUMBER AND QUANTITY (N)	Reviewed By: Title of Instructional Materials:
I BRA II — NUMBER AND QUANTITY (N) Implex Number System (N-CN)	Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are		Title of Instructional Materials:
PAR II NUMBER AND QUANTITY (N) Inplex Number System (N-CN) Inplex numbers in polynomial identities and equations. Ind polynomial identities to the complex numbers. For example, it is 4 as (x + 2)(x - 2).	Reviewed By: Title of Instructional Mazerials:	ALGEBRA H NUMBER AND QUANTITY (N) The Complex Number System (N-CN)	Summary and documentation how the domain, cluster, and standard are met. Cite examples from the statement important Mathematical Ideas 1 2 3 4
PAR II — NUMBER AND QUANTITY (N) inplex Number System (N-CN) implex numbers in polymornial identities and equations. and polynomial identities to the complex numbers. For example, it if it is as (x + 2)(x - 2), incomple with real coefficients.	Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are most. Clie axamples from the materials. Important Mathematical Ideas	ALGEBRA II — NUMBER AND QUANTITY (N) The Complex Number System (N-CN) Use complex numbers in polynomial identities and equations. N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the faculty and party.
RA II — NUMBER AND QUANTITY (N) Implex Number System (N-CN) Implex numbers in polymornial identities and equations. Send polynomial identities to the complex numbers. For example, x* + 4 as (x + 2)(x - 2). Tyromale with real coefficients.	Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are most. Clie axamples from the materials. Important Mathematical Ideas	ALGEBRA II — NUMBER AND QUANTITY (N) The Complex Number System (N-CN) Use complex numbers in polynomial identities and equations. N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the statutest important Mathematical ideas 1 2 3 4 Styles and Procedures 1 2 5 4
IRA II — NUMBER AND QUANTITY (N) Implex Number System (N-CN) Implex numbers in polymornial identifies and equations. Bend polynomial identifies to the complex numbers. For example, x ² + 4 as (x + 2)(x - 2). This section only allows Factors in TR.	Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematoel Ideas 1 2 3 4 Skills that Procedures 1 2 3 4 Mathematoel Relationships	ALGEBRA II — NUMBER AND QUANTITY (N) The Complex Number System (N-CN) Use complex numbers in polynomial identities and equations. N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the final part of the first standard are more cite examples from the final part of the first standard are more cite examples from the final part of the first standard are more cite examples from the first standar
1	Reviewed By: Title of Instructional Materials: Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. Important Mathematoel Ideas 1 2 3 4 Skills that Procedures 1 2 3 4 Mathematoel Relationships	ALGEBRA H — NUMBER AND QUANTITY (N) The Complex Number System (N-CN) Use complex numbers in polynomial identities and equations. N-CN.9 (*) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Note: Polynomials with rest conflictions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the final part of the first standard are more cite examples from the final part of the first standard are more cite examples from the final part of the first standard are more cite examples from the first standar

Reviewed By:

ocumenting Alignment to the andards for Mathematical Practice	Title of Instructional Materia	-	
Attend to precision.			
Mathematically proficient students try to communicate precise exavating. They state the menting of the symbols they choose specifying units of mensure, and labeling axes to clarify the or express numerical answers with a degree of precision appropriately approximations to each other. By the time they reach high school explanations to each other.	, including using the equal sign consistent, prespondence with quantities in a problem rate for the poshlem custest. In the element	y and appropriately. They are They calculate accuracily an	careful about d efficiently,
redicate the chapter(s), mexica(s), or page(s) reviewed.	Pertiets of the nestheasetical pri- instructional meterials (if any)	actics that are missing or not wel	l developed in the
wanery/Justification/Evidence	Overall Rating		
	1 2	3	+
Charles A. Dans Center		****	
	Reviewed By: Title of Instructional Materials	:	
ocumenting Alignment to the andards for Mathematical Practice			
Look for and express regularity in repeated reasoning.			
Mathematically proficient students notice if calculations are reputing the notice when dividing 25 by 11 that they are repeating the paying attention to the calculation of along so as they repeatedly of abstract the equation $(v-2)/(x-1) = 3$. Noticing the regularity $(x-1)/(x^2+x^2+x^2+x-1)$ might lead them to the general formula for protocont students maintain oversight of the process, while after results.	rame calculations over and over again, and beck whether points are on the line through in the way terms cancel when expanding () for the sum of a connectic scales, As they are	d constude they have a repent $(1, 2)$ with alope 3, middle so $t = 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$ with a solution $(x + 1)(x + 1)$.	ing docimal. By thool students might (), and
z diamer than chapter (c), section (μ), or page (μ) coviewed.	Pertions of the neeth-superical practicational materials (if any):	this that are solveling or not well o	serveloped to the
ununary/]ustification/Evidence	Overall Haring		

The Charles A. Duna Center

Reviewed By:

Reviewed By:	
tle of Instructional Materials:	

hopes according to how many s about the distributive property. I an existing line in a goometric	the, might notice that three and seven more is idea the shapes have. Later, students wiff see In the expression x ² + 9x + 14, older students it game and can use the strategy of drawing an
and shift perspective. They can ample, they can see $5 - 3(x - 1)$	n see complicated things, such as some algebraic y)2 as 5 minus a positive number times a square
and shift perspective. They can	n see complicated things, such as some alrebonic
and shift perspective. They can sample, they can see $5 - 3(x - 1)$	n see complicated things, such as some alrebonic
and shift perspective. They can sample, they can see $5 - 3(x - 1)$	n see complicated things, such as some alrebonic
and shift perspective. They can sample, they can see $5-3(x-1)$	n see complicated things, such as some alrebraic

Standards for Mathematical Practice 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a patern of the same amount as seven and three more, or they may sort a collection 7×8 equals the well remembered $7\times5 \times 7\times3$, in preparation for less can see the 14 as 2×7 and the 9 as 2×7 . They recognize the significant studenty line for solving problems. They also can step back for an overlap of the 14 as 16 and 16 are 16 as 16 and 16 are 16 are 16 and 16 are 16 and 16 are 16 are 16 and 16 are 16 and 16 are 16 are 16 and 16 are 16 are 16 are 16 and 16 are 16 and 16 are 16 are 16 are 16 and 16 are 16 are 16 are 16 are 16 and 16 are 16 are 16 and 16 are 16 are 16 are 16 are 16 and 16 are expressions, as single objects or as being composed of several object and use that to realize that its value cannot be more than 5 for any re-Indicate the chapter(s), exciton(s), or page(s) reviewed. Summary/Justification/Evidence Overall Rating

The Charles A. Dana Chatter

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II - NUMBER AND QUANTITY (N) The Complex Number System (N-CN)

Documenting Alignment to the

Perform anthmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	
N-CN.1 Know there is a complex number i such that $P = -1$, and every complex number has the form $a + bt$ with a and b real.	Important Mathematical Ideas	
Toxt simply tolls stud. def & does not doubt	Skills and Procedures	
$\hat{\lambda} = J_{-1}, \hat{\lambda}^2 = -1, \dots \text{et}$	Summary / Justification / Evidence	
VEY SE(I ONIVER = , ,) Indicate the chapter(s), section(s), and/or page(a) reviewed.	Summary / Justification / Evidence	
5-5	Developed in the statuctional maserials (a any):	
	Overall Rating	

andards for Mathematical Practice	
Reason abstractly and quantitatively.	
on problems involving quantizative relationships: the ability to of the representing symbols as if they have a life of their own, with needed during the manipulation process in order to probe into the	I their relationships in problem situations. They bring two complementary abilities to bee decontextualize—to obstant a given situation and represent it symbolically and manipula bout necessarily attending to their referents—and the ability to contextualize, to pame as he referents for the symbols involved. Quantitative reasoning entails babits of creating a units involved; attending to the meaning of quantities, not just how to compute them, an all objects.
edicane the chapter(s), section(s), or page(s) raviewed.	Portions of the methorastical practice that are missing or not well developed in the instructional neuterials (if any):
ummary/Jaciification/Evidence	Overall Rating
•	
	1 2 3 4
	Reviewed By:
	Reviewed By: Title of Instructional Materials:
andards for Mathematical Practice	•
gradus, this might be as simple as writing an addition equation plan a school event or analyze a problem in the community. By to describe how one quantity of interest depends on another. M assumptions and approximations to simplify a complicated ran computities in a reactical situation and most their relationships as	Title of Instructional Materials: they know to solve problems arising in everytiny life, society, and the workplace. In early to describe a situation, in middle grades, a student might apply proportional reasoning to bigh school, a student might use geometry to solve a design problem or use a function athensatically proficient students who can apply what they know are comfortable making aution, realizing that these may need revision later. They are able to identify important ining such tools as diagrams, two-way tables, graphs, flowcharts and formules. They can a They touched interpret their mathematical results in the context of the attuation and
andards for Mathematical Practice Model with mathematics. Mathematically proficient students can apply the mathematics t grades, this might be as simple as writing an addition equation plan a school event or analyze a problem in the community. By to describe how one quantity of interest depends on another Massumptions and approximations to simplify a complicated star quantities in a practical situation and map their relationships assussy those relationships mathematically to draw conclusions reflect on whether the results make sease, possibly improving to	Title of Instructional Materials: they know to solve problems arising in everytiny life, society, and the workplace. In early to describe a situation, in middle grades, a student might apply proportional reasoning to bigh school, a student might use geometry to solve a design problem or use a function athensatically proficient students who can apply what they know are comfortable making aution, realizing that these may need revision later. They are able to identify important ining such tools as diagrams, two-way tables, graphs, flowcharts and formules. They can a They touched interpret their mathematical results in the context of the attuation and
andards for Mathematical Practice Model with mathematics. Mathematically proficient students can apply the mathematics t gracks, this night be as simple as writing an addition equation plan a school event or analyze a problem in the community. By to describe how one quantity of interest depends on another. M assumptions and approximations to simplify a complicated situ quantities in a practical situation and map their relationships as massly as those relationships are mathematically to draw conclusions.	Title of Instructional Materials: they know to solve problems arising in everyday life, society, and the workplace. In early to describe a situation, in middle grades, a student might apply proportional reasoning to high school, a student might use geometry to solve a design problem or use a function athemstically proteined students who can apply what they know are confortable making aution, realizing that these may need revision later. They are able to identify important sing such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can x. They routinely interpret their mathematical results in the context of the situation and he model if it has not served its purpose. Provious of the metherastical position that are missing or not well developed in the

The Charles A. J.

Reviewed By:

Reviewed By:	
Tirle of Ingressional Materials	

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established mouths in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze attentions by breaking them into cases, and can processing and use counterstamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason industriesly about data, making plausible arguments that take into account the context from which the data arose. Anothermscully proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is thawed, and—if there is a flaw in an argument—explain what it is. Demenstray students can construct arguments using concrete referents such as objects, drawings, dagerms, and actions. Such arguments can make sense and be correct, even though they are not generated or make formal until later grades. Later, students form to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Portions of the mathematical practice that are askning or not well developed to the

instructional passeriels (if any):

Overall Retice

1 2

Reviewed By:
Title of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

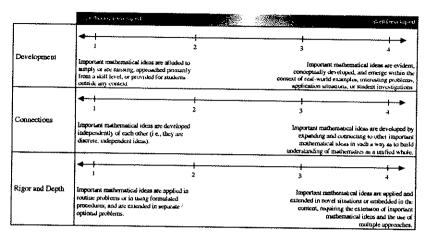
The Charles A. Duna Center

Mathematically proficient students consider the available tools when nolving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadabent, a computer algebra system, a statistical package, or dynamic geometry software. Producint students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of consepts.

additate the chapter(s), section(s), or page(s) reviewed. Percises of the transformation practice that are missing or not well developed in the instructional materials (if any):

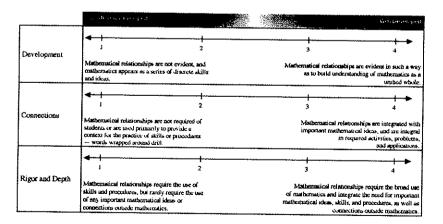
Sunamary/Justification/Evidence Overall Rating

Important Mathematical Ideas: Understanding the scoring



The Charles A. Dana Center

Mathematical Relationships: Understanding the scoring



The Charles A. Dana Center

Skills and Procedures: Understanding the scoring

	Superficially Decemped			Well Developed
	4	2	3	
Development	Skills and procedures are the primary for developed without conceptual understar and are loosely connected to important numbermatical ideas — important mathe- ideas are adjunct.	rding.	numbernation) ideas in	are integrated with important of are presented as important and understanding important mathematical ideas
Connections	I Skills and procedures are treated as dis- skills rurely connected to important mat- ideas or other skills and procedures.	2 rete bennatical	withand-	ad procedures are integrated consistently connected to—subtensited takes and other skills and procedures.
Rigor and Depth	Skills and procedures are practiced with conceptual understanding cussede any or do not require the use of important mathematical ideas, and are permatily practiced in note exercises and drill	2 out	the application and	ad procedures are critical to understanding of important ideas, and are embedded in problem situations

The Charles A Duna Center

Reviewed By:	
Tirle of Ingressional Manuals.	

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constructs, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply impriguing to a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Other students might, depending on the context of the problem, I retail form a get provide a problem of the problem. I retail form a get problem can explain correspondences between equations, vertail descriptions, tables, and graphs or draw dispersant of important features and relationships, graph data, and search for regularity or treats. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students forch their anowers to problems used interior method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches

Indices: the chapter(s), section(s), or page(s) coviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



The Charles A. Dana Center

.

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Conter.

Project director

Laurie Garland, director of program and product development Sam Zierossi, senior advisor

Developers and facilitators

Pani Bridwell, amior program noordinator for leadership Lauric Gazlend, director of programs and product development Tom McVey, professional development team lead Sam Zigross, amior advisor

Our the

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

Editorial and production staff

Cara Hopkins, prooferador

Rachel Jenkins, consulting editor

Tom McVey, professional development team lead
and print production manager

Phil Swann, senior designer

The Charles A. Donn Center

introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 matructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their source for each sample, to cite examples to justify their source for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

- Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
- findependently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
- In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
- 4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- Clarify any minunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected outcrists.

Table of contents	
Introduction	1
Scoring Rubric and Documentation Forms.	3
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	6
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content	,14

The Charles A. Dana Center

- Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade course.
 If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
- Make sure committee members have multiple copies of the Phase 3 rubric.
- 8. Committee members apply the Phase 3 rubric for each of the materials.
- Establish a time line for groups to complete and submit Phase 3 documentation.
- Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials



Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra II



Frontmatte

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when acleeting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Manhamatics to you can select instructional materials aligned with these standards.

This resource can also be used with the Data Center's larger 4-phase Instructional Materials Analysis and Selection technic: Phase 1: Sandying the Standards, Phase 2: Newcoming the Field of Instructional Materials. The particular resource you hold as a phase 3 not that has been customized for assessing the sligment of instructional Materials. The particular resource you hold as a phase 3 not that has been customized for assessing the sligment of instructional materials with the clause of Core State Standards for Mathematics. Note that is 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the sligment of instructional materials to Indiana's Academic Standards for Mathematics.

Copyright 2011, 2010, the Charles A. Danz Center at The University of Texas at Austin

Unless otherwise indicated, the naterials found in this resource are the copyrighted property of the Charles A. Dana Center at The University of Texas at Austin (the University). No part of this resource shall be reproduced, stored in a retrieval system, or transmitted by any means—electrosically, mechanically, or via photocopying, recording, or otherwise, including via methods yet to be inversed—without express written premission from the University, except under the following conditions. The following exchades materials not exclusively owned by the Charles A. Dana Conter at the University of Texas at Austin

- The Indiana Department of Education, as well as Indiana school districts, cas, through Juno 30, 2011, copy and districts within the state of Indiana, without obtaining further parmission from the University, so long as the original copyright notice is retained.
- 2) Other organizations or individuals must obtain prior written permission from the University for the use of these materials, the terms of which may be set forth in a copyright license agreement, and which may include the psyment of a licensing for, or myshire, or both.

We use all funds generated through use of our materials to further our supprofit educational mission. Please send permission requests or questions to us here:

Charles A. Dana Conter
The University of Texas at Austin
1616 Guadalupe Street, Strite 3,206

Austin, TX 78701-1222

Fax: 512-232-1855 dene-trahop@utlists.tnexas.edu

206 svww.usdanacenter.org

The Data Center and The University, as well as the authors and editors, assume no liability for any loss or damage resulting from the use of this resource. Any optaions, findings, conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of The University of Texas at Austin. We have made extensive efforts to consecute as accuracy of the information in this resource, to provide proper acknowledgement of original sources, and to otherwise comply with copyright law. If you find an error or you believe we have failed to provide proper acknowledgement, please contact us at data-trainop@cnlists mercus edu.

The copyright of the Common Care State Standards for Mathematics is held by the National Governors Association Center for Best Fractices and the Council of Chief State School Officers. The use of the CCSS for Mathematics in this Instructional Materials Analysis acel is done under the CCSS Terms of Use, available at www.occustendards.org/terms-of-use. For more detail, see About the development of this resource.

Per the Tenns of Use, we include this notice, which applies to the Common Core State Standards in this document: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

Summay Evaluation: Very 5kill driven

with Some applications (which See by

Basily disconnected from skill development of the content

Aproject of The Indiana Education Roundtable, The Indiana Department of Education, is very basic

and The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Text does not mort cosse

for challinging problems!

- A A

About the development of this resource

This tool, Instructional Materials Analysis and Selection: Assessing Consent Alignment to the Common Core State Standards for Mathematics, draws on the Dana Center's nearly 30 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level I course documents that span kindergamen through the third year of high school anathematics. There is a document for each grade from kindergamen through 8, and six documents for high school mathematics (tone each for the three courses in the traditional high school pathway Mathematics, Algebra II, and one each for the three courses in the integrated high school pathway Mathematics I, Mathematics II, and the request of various states and other entirest, the Dane Centre has populated this featurational Materials Analysis and Selection tool with standards from the Common Core State Standards for Mathematics for use by local districts in selecting instructional materials aligned with three standards.

Note that the copyright of the Common Care State Standards for Mathematics is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, residable at www.cocrestandards.org/herms-of-lues. Specifically, this work is done under the Terms of Use "non-exclusive, royally-free license to copy, publish, distribute, and display the Common Care State Standards for non-commercial purposes that support the Common Core State Standards in the Common Care State Standards as well as the CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Care State Standards, go to we we correctandards or spiftle-standards.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to dans-task-p@stilists stetas.eds or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dens Conter works to raise student achievement in K-16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to achood districts and instintions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Anatio. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders, and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of achool systems in mostly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends achool does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at www.stdsaaccester.org. To access our resources (many of them free), see our products index at www.stdsaaccester.org/products. And to learn more about our professional development—and sign up online—go to

^{*} For the high school course sequences, we relied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Converse Based on the Common Core State Standards, developed for the CCSS militative by Achieve, Inc., which conversed and managed the Achieve Pathwaya Group.

Reviewed By:	

Title of Instructional Materials: Cord Algebra 2

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5,6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Then the "Think and Discuss" in each cechn and the los and math Applications in each chepoter along with the 4-step P.S.S. stratiats are led than a cycle that engages them to persever



Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

The presentation of the centert throughout the chapter allows the student to Reason Abstractly and quantitatively throughout mata Labs at the end of each chapter

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

The book loads the students too much and doesn't promote independent thinking in this process



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch-5,6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

The Think and Piscess set element to each lesson along with the math applications at the end of the chapter asking for explain atoms enjoye students in constructing and critiquing reasoning.



Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Ch. 5,6

Summary/Justification/Evidence

Overall Rating

The beginning Chapter projects and End of chapter applications and Chapter labs engage students in using different 1 2 3 4 models and applying them to aspects of liver day life.

Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

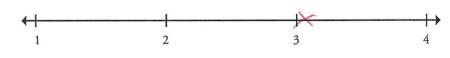
Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5,6

Summary/Justification/Evidence

The "Activities" in many of the lessons encourage strolents to actively consider available tools, including graphing calculators and typics tiles, to deepen their mulistaring of contents

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
ŕ	
Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

Then the "Thinkard Discuss" in each section, along with the 4-step problem solving strategy in several sections; strategy are repeatedly reminded affend to precision

Overall Rating

instructional materials (if any):



Portions of the mathematical practice that are missing or not well developed in the

Reviewed By:	
Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5,6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

students are regularly guided to look for partiens or Structure in the lesson activities in the critical thinking question to with which each concludes



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5,6

Summary/Justification/Evidence

students are engaged in noticely regularity in repeated reasoning in the "Think and Discuss" of each section.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

I did not notice strekents being encouraged to evaluate reasonableness of intermediate results



Reviewed By:	
·	
Title of Instructional Materials:	

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
N-CN.1			,		4 × 1 .
Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures				
		1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex studits are led two and real-like applica	formal	definition, 1	m, nk and c	<136295 ₁
	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Querall Paties				
	Overall Rating	1	2	3	4

Reviewed By:	

Title of Instructional Materials:	
Title of instructional iviaterials.	

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				dard are
N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical Ideas	 	2	3	
Note: i^2 as highest power of i .	Skills and Procedures	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ 	2	3	4
	Mathematical Relationships	 	2	3	
	Summary / Justification / E	vidence	subtract Im	m/Mp5	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sect 5.5,6.6, 9.5	Portions of the domain, clu developed in the instruction students are left to little or no mention	fryme th	s (if any):		
	Overall Rating	← × 1	2	3	

Reviewed By:	
Title of Instructional Materials:	
The of instructional Materials.	

ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentati met. Cite examples from th		e domain, clus	ster, and star	idard are
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas	1	2	3	✓) 4
	Skills and Procedures	(2	/ 3	1
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E The whole Conegot is real-world example	offilleper o	end focus ht	thin i	
Sich. G.G	Portions of the domain, clu developed in the instructio			missing or r	not well
	Overall Rating	← 1	2	1 × 3	4

Reviewed By:	

Title of Instructional Materials:	
-----------------------------------	--

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentat met. Cite examples from the			ster, and stand	ard are
N-CN.8 (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	Important Mathematical Ideas	1	2	3	4
Note: Polynomials with real coefficients.					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E This idea is allude teacher to dead lap	ed to , but	it is left	up to the	
	Portions of the domain, cludeveloped in the instruction	nal material	s (if any):		t well
	Overall Rating	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
N-CN.9		_		ę.	
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical Ideas	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures	+			
		1	2	3	4
	Mathematical Relationships	4			
		1	2	3	4
	Summary / Justification / En	vidence d relati	2d to 1201-	mer l	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sect. 9.5	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating				
		1	2	3	4

n · 1n	
Reviewed By:	
•	

Title	of Instructiona	l Materials:		

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the			ster, and stand	lard are
F-BF.1b 1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	{ 1	 	3	× 4
 b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. 	Skills and Procedures				
Note: Include all types of functions studied.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ex	vidence wee w	ell developed	and applied	e!
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 4 8.1,8.2	Portions of the domain, cluded developed in the instruction	nal materia	Is (if any):	_	
8.1,8.2	I could be find I	I example	ential.	a constant	
10, 1			, ,		
12-4	Overall Rating		1 2	3	

Reviewed By:	

Title of Instructional Materials	
Title of Instructional Materials	

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the			ster, and standa	ard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Important Mathematical Ideas Skills and Procedures	← 1	 2 X 2	1 × 3	4
	Mathematical Relationships	()	× 2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex students are silver apply it in problem	vidence the Se ts	how to", the	en asked to	
Sect 4.5 Factivity on p. 420 "Even and Odd Finitions"	Portions of the domain, clus developed in the instruction ewn fodd functions on inclination lab ac	nal materi	als (if any):		
	Overall Rating	1	× 1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	iard are
F-BF.4a		_			
4. Find inverse functions.	Important Mathematical Ideas	(×			
a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2 x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$.		Anne	2	3	4
Note: Include simple radical, rational, and exponential functions; emphasize common effect of	Skills and Procedures	() /			
each transformation across function types.		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	, 13.7	1	ŧ	, ,
	mattiernatioal (Velationships	1	2	3	4
	Summary / Justification / Ex only mexhand in discuss practice prob only mexhand as a	leample lens, no	t de la lepart a	tell, Loj	
Sect. 4.3	Portions of the domain, clus developed in the instruction	ster, and sta al materials	ndard that are (if any):	missing or no	
	The strend is plan	ly absent	and no	r cleve liquid	at all
	Overall Rating				 ->
		1	2	3	4

Reviewed By:	
•	

Title of Instructional Materials:	

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.4	Important Mathematical Ideas		'u /		1 1
For exponential models, express as a logarithm the solution to $ab^d = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	2	3	4
Note: Logarithms as solutions for exponentials.	Skilis and Procedures	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ 	2	3	 →
	Mathematical Relationships	1	$\underset{2}{\times}$ 1	3	 → 4
	Summary / Justification / Evidence Not developed well and really only allocally to as a solution, viscoit technology is encouraged				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	a solution, use of A	lchnology	13 Paloura	ged	
5ect 8.1-8 5 and 8.4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	This concept is pa	ssid thm nel solet	~ 5° ~ 6 ~ 5° 1°	70 yy2,1 s ~ / /	
	Overall Rating	(1 2	3	 → 4